

The use of Peer-feedback via Instagram in Blended learning to improve student's Recount text writing

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ABSTRACT

Writing is one of language skills which is considered as a complicated skill to be mastered because it requires variety of abilities such as generating ideas, determining purposes, developing arguments, organizing and managing the text effectively, and revising draft. Due to that matter, this research proposed instagram as one of the effective tools used in blended learning to improve student's writing. The aims of this study are to investigate whether there is any difference in student's writing achievement after the students are taught by using Peer feedback via instagram, to find out which aspect of writing that improves the most after being taught by using Peer feedback via instagram and to find out what aspect of writing that students correct the most. This research used the one-group pretest-posttest design that involved 30 students of X IPS 4 class at MAN 1 Bandar Lampung in the 2019/2020 academic year. The writing tests were also used as the instruments to collect the data. The data obtained were analyzed by using paired sample t-test in which the significance level was determined by sign <0.05. With regard to the data analysis, the use of instagram can improve the Student's writing achievement in all aspects of writing: content, organization, vocabulary, language use and mechanics. It is also found that content was the aspect of writing which improved the most. However, the aspect that the students corrected the most was language use.

Keywords: *writing, recount text, peer feedback via instagram, blended learning.*

I. INTRODUCTION

Writing is one of essential skills learners have to master in their study. It is in line with BSNP 2006 that teaching and learning of writing skill is focused on a functional level. At this level, the students are required to be able to communicate adequately both in spoken and written form. According to Brown (2000) writing is not a skill we can develop naturally because it requires process of thinking, drafting and revising. It means that writing is not an easy activity to carry out due to several procedures we have to accomplish in order to be able to produce a good writing.

In terms of psychological problem, it is believed that Indonesian EFL learners face some troubles in writing because they have to plan, draft, re-draft, edit, re-edit, re plan, etc. It makes students lazy to start writing because of several steps they have to do in their writing. Students do not have sufficient writing practice and they only write to accomplish the assignment given by the teacher. This finding shows that students are inclined to write just to fulfill their classroom task and yet to be their interest (Rahmatunisa, 2014).

In order to overcome Student's difficulties in developing their writing, blended learning is believed as a solution to help students to improve their writing skill. It is a flexible approach that provides a fully online course in addition to the face-to-face sessions. Blended learning enables the students to learn outside the class. It improves learning by giving another chance for students to stay connected with their teachers and classmates in order to get peer feedback for their writing (Adas & Bakir, 2013). Several related studies were carried out on the use of peer

feedback in teaching English. The study by Nelson and Murphy (1993) – who tried to find out if ESL students correct their drafts according to the suggestions made by their peers, showed that students made huge changes based on their peers' suggestions. Most of researchers also found that peer feedback has a positive impact on students' writing ability (Itmezh, 2016 and Astuti, 2013). They claimed that peer feedback gave a significant improvement in students' writing.

One of social media which can be used in blended learning process is instagram. With the updated feature such as Instagram stories, users may have many options. The photos or videos can be the source of ideas for Student's writing. It also provides them with the context and helps them to decide what kind of text should be written related to the post. Furthermore, by certain Instagram feature, it enables students and teacher to discuss about Student's writing. The students may have teacher's feedbacks or peer feedbacks on their writings after posting it on the Instagram. This will be a refreshing and fun teaching writing method to apply for students (Kurdi, 2017). In addition, the research conducted about peer-feedback via instagram tend to be focused on descriptive text. Thus, the researcher tried to find out the answer of following research questions:

1. Is there any difference in student's recount text writing before and after the treatment?
2. What is the aspect of writing that improves the most?
3. What is the aspect that the students correct the most?

II. METHODS¹⁾

Participants

The first grade students in MAN 1 Bandar Lampung, class X IPS 4 which is consisted of 30 students

Instruments

In order to find out the research question 1 and 2 regarding the difference in student's achievement and aspect that improves the most before and after the treatment, the researcher use writing Pre-test and post test. Furthermore, the researcher use comment section on instagram in order to notice what aspect of writing that students corrected the most on their friend's writing.

Data analysis

The data was collected from the result of students' recount text writings in pre test and post test. Furthermore, researcher employed inter-rater reliability to avoid subjective consideration on students' writings, the raters are the researcher herself and English teacher who has been teaching for 7 years. The raters analyzed every single words, sentences, and paragraphs of the students writings based on scoring rubric by Heaton which consisted of content, organization, vocabulary, language use, mechanic. After scoring the student's writing tests, the researcher analyzed the data by utilizing Statistical Package for Social Science (SPSS). It was used to find out the means of pre-test and post-test, the improvement and the most improved aspect of writing.

III. RESULTS²⁾ AND DISCUSSIONS

In this research, the researcher conducted writing pre-test and post test in order to find ut the difference and what aspect of writing that improved the most before and after the implementation of the treatment. In addition, the data collected was analyzed by using SPSS 16.0 with the result which can be seen below.

Table 1. The result of pre-test

No.	Interval	Frequency	%	Category
1	56-63	20	66,6%	Bad
2	64-71	6	20%	Average
3	72-79	4	13,3%	Good
4	80-87	0	0%	Very good
	Jumlah	30	100%	
	Mean : 63,1			

Table 1. The result of post-test

No.	Interval	Frequency	%	Category
1	56-63	6	19,9%	Bad
2	64-71	16	53,2%	Average
3	72-79	6	19,9%	Good
4	80-87	2	6,6%	Very good
	Jumlah	30	100%	
	Mean : 68,3			

The table above shows that the mean of the pretest is 63,1. It could also be seen that the Student's scores are varied; there are 20 students who gain score ranging from 56-63, 6 students ranging from 64-71, 4 students ranging from 72-79.

Meanwhile in the posttest, there are 6 students with the ranging scores 56-63, 16 students ranging from 64-67, 6 students ranging from 72-79, and 2 students ranging from 80-87.

The table above also indicates that the mean of posttest is 68,3. It can be concluded that there is an increase between students pretest and posttest. The increase of the pretest and posttest is 5,2.

After finding the difference of student's writing achievement, the researcher tried to find out aspect of writing that improved the most after the implementation of the treatment by comparing the mean score in the pretest and post test. The result can be seen as below:

Table 2 The Difference of Each Aspect of Writing from the Pre Test to the Post Test

No	Aspect of Writing	Mean of Post test	,Mean of Pre test	Improvement	T- value	The Significance
1	Content	21,43	19,72	1,72	4,082	.000
2	Organization	14,57	13,75	0,82	3,751	.001
3	Language Use	14,48	13,47	1,02	1,774	.000
4	Vocabulary	14,20	13,33	0,87	3,616	.001
5	Mechanic	3,58	2,83	0,75	7,883	.001

Total	68,27	63,10	5,16
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From the table above, it could be seen that there are statistically improvements in all aspects of writing with the significance of levels less than 0,05. Content is an aspect that improved the most with the improvement 1,72 , followed by language use, vocabulary, organization, mechanic.

The researcher used Paired Sample t-test to test the hypothesis of this research.

H0 : There is no any difference of the Student's writing achievement after being taught by using Peer feedback via instagram .

H1 : There is a difference of the Student's writing achievement after being taught by using using Peer feedback via instagram .

Besides, the researcher also compared the result of t-value and t-table to determine whether the alternative hypothesis can be accepted or not. The result is shown in the following table:

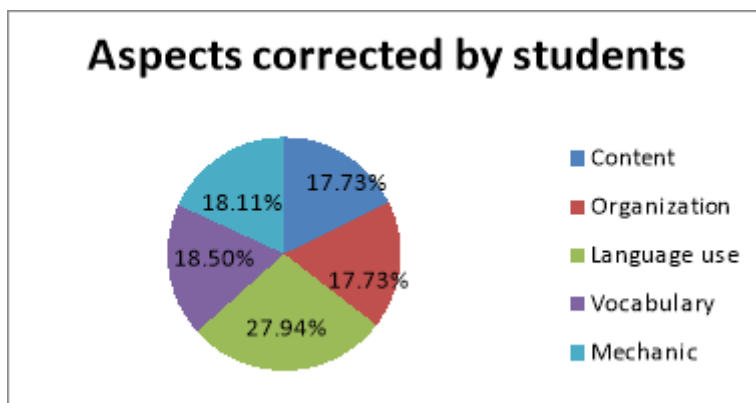
Table 3 Paired Sample T-test

		Paired Samples Test				T	Df	Sig. (2-tailed)	
		Paired Differences							
		Mea n	Std. Deviasi on	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper				
Pai r 1	pretest – posttest	- 5.16 667	5.5883 7	1.02029	- 7.25340	- 3.07993	- 5.06 4	29	.000

Table 4.3 showed that H1 is accepted since the significant value is lower than 0.05 (0.000 < 0.05). From this result, it proves that the treatments which were given by the researcher had better effect towards Student's achievement in writing.

Then, if the t-value (5.064) compared with t-table (2.045), it can be seen that the Student's writing is increased since t-value>t-table, which means, based on the criteria, there is an improvement on Student's writing after being taught using Peer feedback via instagram.

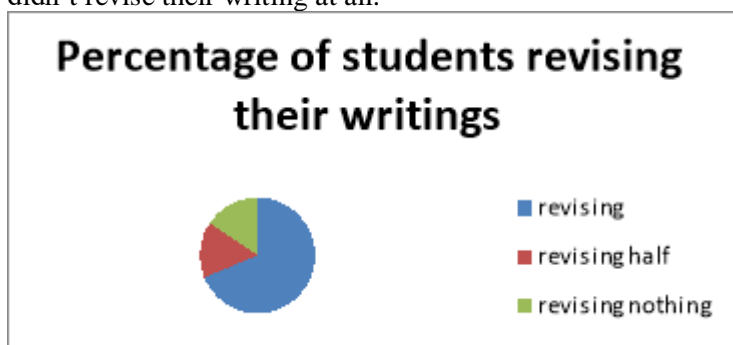
In addition, in order to find out what aspect that the students corrected the most, the researcher noticed the feedback given by students on the comment section on each students' writings on instagram. The percentage can be seen below.



Based on the diagram above, it can be seen that language use is the most corrected aspect that the students corrected the most. However, language use is not the aspect that improved the most since the students still considered it difficult to use the verb 2. Most of students used the verb 1 and verb 2 at the same time and it showed that students were still inconsistent in using verb 2. On the other hand, content aspect is the most improved one. Since Blended learning enabled the learning process done online, the students could do self correction to improve their content aspect by comparing theirs and their friends' writing while they were correcting their friends' writing on instagram.

In conclusion, the aspect of writing that students corrected the most is language use.

In addition, after the students gained the feedbacks, they had to revise it and it turns out that some of the students didn't revise their writing after they got feedback from their friends. It can be seen from the percentage above that 73,33% of students revised their writings, 16,67% revised half of mistakes based on the feedback given by their friends, and 10% of students didn't revise their writing at all.



IV. CONCLUSIONS AND SUGGESTIONS

Conclusion

This study was a small-scale study, and the results obtained cannot be generalized to other educational contexts. Referring to the discussion of the research findings on the previous explanation, the researcher comes to the following conclusion.

1. The implementation of peer feedback technique was an effective technique to improve the student's writing achievement. Based on the result, there was an improvement of the Student's writing after the implementation of instagram in blended learning. It can be seen from the Student's mean score of the pretest and the posttest which improved from 63,1 to 68,3. with the gain 5,2 and the significance levels of less than 0.05. It also improved all aspects of writing, namely: content, organization, vocabulary, language use, and mechanics.

2. Content is an aspect of writing which got the highest score than other aspects since the researcher assumes that the use of Instagram in blended learning enables the students to do self-correction outside the class by reading their friends' writings on Instagram and comparing them to their own writings.

3. In addition, the aspect that students corrected the most is language use. However, it is not the aspect that improves the most since the researcher noticed that there were still common mistakes related to the use of verb 2. The students tended to use verb 1 instead of verb 2.

Suggestion

1. Considering the advantages of the use of Peer feedback via Instagram, the researcher suggests that English teachers of the class should apply Peer feedback via Instagram as an alternative way in teaching writing.

2. The mechanic aspect got the lowest achievement among other aspects of writing. For this reason, the teacher should pay more attention to the mechanic and give more information about aspects of writing and guide the students while giving feedback in the class.

3. The language use aspect is the most corrected by students. However, language use is not an aspect that improves the most since the students still used verb 1 instead of verb 2. For this reason, the implementation of Instagram in blended learning should be done more than 2 times. Besides, the teacher should give more explanation about the use of verb 2 in the offline teaching and learning process in order to increase the student's achievement in language use aspect.

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