

**THE USE OF PEER FEEDBACK THROUGH INSTAGRAM TO  
IMPROVE STUDENTS' WRITING OF DESCRIPTIVE TEXTS**

**(Undergraduate Thesis)**

**By**

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## **ABSTRACT**

### **THE USE OF PEER FEEDBACK THROUGH INSTAGRAM TO IMPROVE STUDENTS' WRITING OF DESCRIPTIVE TEXTS**

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This study investigates the effectiveness of peer feedback through Instagram in improving students' writing skills, particularly in descriptive texts. Writing is a crucial skill in language learning, yet many students face challenges in organizing ideas, vocabulary selection, grammar usage, and mechanics. The research was conducted using a quantitative approach with a one-group pre-test post-test design, involving first-grade students from SMA Muhammadiyah 2 Bandar Lampung. The findings indicate a significant improvement in students' descriptive writing skills after utilizing peer feedback via Instagram. The mean post-test score (78.65) was notably higher than the pre-test score (63.88). Using Normalized Gain (N-Gain) analysis, the overall gain was 0.41, categorized as a moderate improvement. Further analysis showed that vocabulary and organization were the most improved aspects, with normalized gain (N-Gain) values of 0.804 and 0.785, respectively. These results suggest that Instagram fosters an engaging and collaborative learning environment that enhances students' writing performance. The study concludes that integrating peer feedback through Instagram is an effective strategy for enhancing students' writing abilities. It encourages student interaction, facilitates critical thinking, and promotes self-improvement in writing. Future research should explore the long-term impact of this approach and its application to other text types or language skills.

**Keywords:** Writing, Descriptive Text, Peer Feedback, Instagram,

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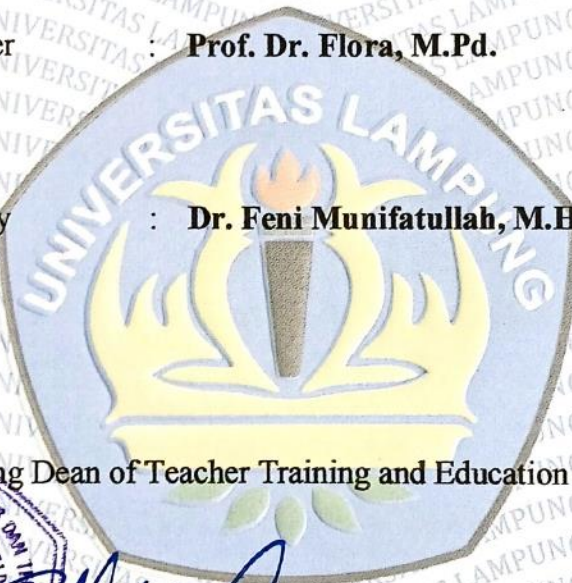
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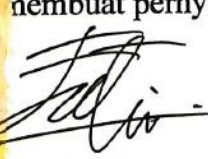
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## **CURRICULUM VITAE**

Muhammad Fatih Deva Ferguesyah, the eldest of three children of Irsan Syah, S.T. and Dwita Meisari, S.E., was born on February 20, 2003, in Rajabasa Lama. He has two younger sisters, Alyssa Queena Yasmine and Adinda Olivia Junietta.

He began his education at RA EL QODAR Rajabasa Lama, followed by SD Negeri 1 Rajabasa Lama, where he graduated in 2015. He continued his studies at SMP Negeri 1 Labuhan Ratu, graduating in 2018, and then attended SMA Negeri 1 Way Jepara, where he completed his high school education in 2021. In the same year, he was accepted into the English Education Study Program, Faculty of Teacher Training and Education at the University of Lampung through the SBMPTN program.

During his time at the University of Lampung, he was actively involved in student organizations. In 2022, he became a member of the Media Center division of the Society of English Education Department Students (SEEDS). The following year, he served as a member of the Education division. He was also a part of the English Debate Club and participated in several competitions. Additionally, he frequently became a member of committees for events, activities, or competitions, where he gained valuable experience and insights that helped him further develop himself.

## **MOTTO**

**"Say, 'Nothing will befall us except what Allah has decreed for us; He is our Protector.' And upon Allah let the believers rely."**

(QS. At-Tawbah: 51)

**"Be yourself; everyone else is already taken."**

(Oscar Wilde)

**"Never complain, never explain"**

(Benjamin D.)



## DEDICATION

*Bismillahirrahmanirrahim*, in the name of *Allah Subhanahu Wa Ta'ala*, who always blesses and guides my life and gives me strength in every process, I proudly dedicate this script to:

*My parents, “Papah and Mamah”*

*My beloved family*

*My honorable lecturers*

*My best friends*

*My almamater, Univeristas Lampung*

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Finally, the researcher believes that his research still needs to be improved. Therefore, comments, suggestions, and constructive feedback are always welcome for better research. The researcher hopes that this study can make a practical contribution to the development of education, for the readers and for those who want to conduct further research.

Bandar Lampung, June 2025

The Reseracher,

Muhammad Fatih Deva Ferguesyah

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## **I. INTRODUCTION**

This chapter covers several key sections, including the background of the study, the research questions, the aims of the research, the significance of the study, the scope of the research, and the definitions of important terms. The detailed content of these sections is presented below:

### **1.1 Background of the research**

When it comes to acquiring proficiency in the English language, language learners need to acquire proficiency in four essential skills: listening, speaking, reading, and writing. Achieving mastery in these four language skills necessitates an extensive and prolonged learning process. A language learner who has acquired proficiency in these four skills is expected to have the capability to comprehend various forms of information presented both orally and in written form and to convey information effectively in English. According to Richard and Renandya (2002), among the four skills that educational institutions teach, writing tends to pose the greatest challenge for students. Many individuals encounter difficulties with writing because it involves more than merely expressing their thoughts on various mediums such as paper and computers, especially students.

Creating a good piece of writing can be quite a difficult, especially for students, because writing goes beyond simply jotting down thoughts on paper. As Raimes (1987) points out, writing is a skill that involves expressing ideas, emotions, and thoughts using words, sentences, and paragraphs. It requires engaging our visual, cognitive, and manual abilities. In essence, writing means thinking about our ideas and then translating them into clear sentences. However, many students often struggle with writing, feeling unsure about how to connect sentences effectively.



To become good in writing, students need to focus on five key aspects, as Jacob (1981) highlights: content, organization, vocabulary, grammar, and mechanics. These elements should be considered throughout the writing process to ensure that readers can easily understand the conveyed information. Content is all about what you write, the ideas and information you include. Organization refers to how you structure your writing to make it flow logically. Vocabulary involves selecting the right words to make your writing clear and expressive. Grammar ensures that your ideas are conveyed accurately through the correct use of language rules. Mechanics, on the other hand, are the details like punctuation, spelling, and formatting that make your writing polished and error-free.

Senior high school students are expected to study various types of texts. According to the *Kurikulum Merdeka*, they learn to understand several text types, including descriptive, recount, report, procedure, exposition, explanation, and narrative texts. Among these, descriptive text is an essential type that students must be able to read, understand, and produce. Descriptive text provides detailed information about a specific object, person, place, or similar subject. Descriptive texts are very suitable to be given to senior high students because they help them develop English language skills, understanding of context, description abilities, imagination, and cultural knowledge. Apart from that, students also learn to think critically, develop analytical skills, and improve effective communication skills. These abilities are useful in various subjects and aspects of their social life, equipping them with skills that are important in the everyday life and the future.

According to Hafizah et al. (2024), tenth-grade students in a state high school encountered difficulties in several aspects of writing descriptive text, particularly in mechanics (68%), language use (23.5%), and vocabulary (8.3%), while only a small percentage of errors were found in organization and content (each 0.1%). These findings indicate that students struggled the most with mechanical accuracy, such as spelling, punctuation, and capitalization, followed by challenges in grammar and limited vocabulary, which significantly affected the quality of their writing.

Regarding to the problems mentioned, to improve and attract the students' attention in learning writing, the teacher must put a lot of efforts in supporting students so that they can master English writing much better. In this study, the researcher applies the Peer Feedback technique using Instagram as a medium to teach students how to write recount texts.

Sackstein (2017) describes peer feedback as a mutual process where students exchange insights and strategies to enhance each other's work. This approach not only improves learning for both the feedback giver and receiver but also promotes self-awareness. Sackstein highlights that with adequate instruction and support, students can learn to give constructive feedback effectively, which is often more well-received than feedback from teachers.

Social media is also a media and can be seen as a digital platform that offers users a means to engage in social interaction and communication. It basically serves as a term for digital technology that allows individuals to connect, interact, produce, and distribute content. Familiar social media platforms include Facebook, Twitter, TikTok, and Instagram which are widely known today. Social media can be use to enhance the writing teaching-learning process. Social media platforms, with their tools for communication, sharing, commenting, exchanging ideas, and sharing stories, are ideal for implementing peer feedback on student.

Several previous studies have highlighted the effectiveness of Instagram as a medium for peer feedback in writing education. Ramadhanty, Sutarsyah, and Nurweni (2020) demonstrated that peer feedback via Instagram significantly improves various aspects of writing, including content, organization, vocabulary, language use, and mechanics, especially in recount text writing. In a similar study, Renita and Rifki Irawan (2024) found that peer feedback through Instagram could effectively enhance speaking skills in EFL students, though traditional peer feedback still showed some superiority in certain contexts. Additionally, Sallamah and Sabiq (2020) concluded that Instagram as a learning medium for writing recount texts significantly improved students' writing performance, as evidenced by a higher N-gain average score in the experimental group compared to the control group.

Furthermore, Ramalia (2021) explored the positive perceptions of students regarding Instagram as a platform for writing assignments. Students found the platform engaging, fun, and motivating, which helped enhance their writing abilities. Similarly, Hilman (2019) showed that Instagram improved students' skill to write descriptive texts, with students expressing a positive attitude towards using the platform in learning activities.

Indriani (2022) conducted research on Instagram as a platform for peer feedback in teacher training, and the results indicated that students found peer feedback through Instagram to be beneficial in enhancing their teaching skills, knowledge, and motivation. Peer feedback via Instagram fostered interaction and collaborative learning, which led to improvements in both students' writing and teaching competencies.

In line with these findings, Nahru (2020) showed that peer feedback via Instagram effectively improved writing skills, particularly in recount texts, by increasing students' motivation, critical thinking, and confidence. Briansyah (2025) also emphasized the positive impact of peer feedback in improving writing accuracy, demonstrating that students who received peer feedback outperformed those who received teacher-written corrective feedback in terms of writing accuracy.

Several previous studies indicate that combining peer feedback with the use of Instagram is highly effective in enhancing students' writing skills. Research has shown that Instagram facilitates meaningful classroom interaction, enjoyable learning activities, and peer review, which contribute to effective corrective feedback and significant improvements in writing, especially in recount texts. Instagram's platform allows students to visualize their ideas and be inspired by peers' posts, boosting their motivation and creativity. Additionally, peer feedback via Instagram has been found to improve various dimensions of writing, including content, organization, vocabulary, language usage, and mechanics. However, there is a lack of research specifically focusing on the use of Instagram for teaching descriptive texts. This study aims to investigate whether the combination of peer feedback and Instagram can significantly improve students' writing skills in

descriptive texts and identify which aspects of writing show the most improvement. Therefore, the research is titled "The Use Of Peer Feedback Through Instagram To Improve Students' Writing Of Descriptive Texts."

## **1.2 Research Questions**

Based on the background presented earlier, the researcher developed two main research questions to address the core issues of this study.

1. Is there any significant improvement after receiving peer feedback through Instagram in students' performance in writing a descriptive texts?
2. Which aspect of writing shows the most improvement when students receive peer feedback through Instagram?

## **1.3 Objectives of the Research**

In line with the research questions above, the objectives of the study is as follow:

1. To find out whether there is a significant improvement in students' performance in writing a descriptive texts after using peer feedback through Instagram.
2. To identify which aspects of writing show the most improvement when students receive peer feedback through Instagram.

## **1.4 Uses of the Research**

The uses of this research are formulated as follows:

1. From a theoretical perspective, the findings of this study are expected to support and strengthen prior research, serving as a useful reference for future studies.

2. Practically, the results of this research hopefully can serve as a valuable resource for English teachers, providing insights into effective strategies for teaching writing using Instagram. By demonstrating the benefits of peer feedback via Instagram, educators can consider integrating similar approaches into their teaching practices to foster active student engagement and improve writing proficiency.

### **1.5 Scope of the Research**

This study employs a quantitative approach focusing on enhancing students' performance in writing descriptive texts through peer feedback on Instagram. The research population consists of first-grade students at SMA Muhammadiyah 2 Bandar Lampung (X). The study centers on descriptive texts based on pictures depicting a favorite person as the writing material. The evaluation covers five writing aspects: content, organization, vocabulary, grammar, and mechanics. The objective is to assess students' progress in writing descriptive texts after utilizing peer feedback via Instagram as a learning medium. The treatment was carried out over three sessions, with pre-test and post-test administered to measure the improvement.

### **1.6 Definition of Terms**

In order to avoid misunderstanding, the definitions of terms provided as follows:

1. Writing

Writing is a process of expressing thoughts and feelings, conveying and organizing ideas in a piece of words.

2. Descriptive text

A descriptive text is a text that presents information about something specific with the aim of describing a person, thing, or place specifically.

### 3. Feedback

Feedback is any response regarding a student's performance or behavior.

### 4. Feedback Guidance

Feedback Guidance refers to the structured instructions provided to students to help them give and receive feedback effectively, which based on five key aspects of writing,

### 5. Instagram

Instagram is a mobile photo-sharing application that allows users to communicate with their followers, take photos, use filters, and post them on the site itself.

This concludes the explanation of this chapter, which covers the background, research question, objectives of the research, the uses of the research, scope of the research, and definition of terms.



## **II. LITERATURE REVIEW**

This chapter reviews various theories and literature relevant to the research problem. This includes previous research, the concept of writing, aspects of writing, teaching writing, definition of feedback, Instagram as a learning medium, steps for teaching writing using peer feedback via Instagram, advantages and disadvantages of peer feedback, theoretical assumptions, and hypotheses.

### **2.1 Definition of Writing**

When it comes to acquiring proficiency in the English language, language learners need to acquire proficiency in four essential skills: listening, speaking, reading, and writing. This process is not only extensive but also requires a prolonged commitment to learning. Language learners who are proficient in these four skills are expected to possess the capacity to comprehend a wide range of information presented both orally and in written form, as well as the ability to effectively convey information in English. However, according to Richard and Renandya (2002), among the four skills that educational institutions teach, writing tends to pose the greatest challenge for students especially EFL students. Many individuals encounter difficulties with writing because it involves more than merely expressing their thoughts on various mediums such as paper and computers.

One of the essential proficiencies for English students, particularly those studying English as a foreign language (EFL), is the mastery of writing skills. This is a crucial aspect of learning the language. Writing is a crucial component of university studies, involving assignments varying in length from a single paragraph to multiple pages, as well as responses on tests and exams, which can be as concise as a few sentences or as comprehensive as complete essays. It allows them to

express emotions and convey ideas through words. Additionally, writing helps students improve their English skills, including grammar and vocabulary, and improves their ability to communicate and think critically. It is worth noting that writing is an easy way to share thoughts and interact with readers using written words.

According to Meyers (2005), writing is an active process of exploring and compiling one's thoughts, putting them on paper, and refining and revising them. This highlights that the main purpose of writing is to express ideas and thoughts clearly in written form. We can carefully choose words to convey our ideas, and we can also make revisions to our writing because writing is a thoughtful process that can be carefully planned and refined before being considered a final work.

Moreover, Raimes (1983) points out, writing is a skill that involves expressing ideas, emotions, and thoughts using words, sentences, and paragraphs. It requires engaging our visual, cognitive, and manual abilities. In essence, writing means thinking about our ideas and then translating them into clear sentences.

In addition, Spratt et al. (2005) state that writing is a productive skill that involves communicating a message by making signs on a page. Nunan (2003) state that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It plays a major role in expressing one's ideas, thoughts, opinions, and attitudes. Through writing, people are capable of sharing ideas, feelings, persuading and convincing others. People may write for personal enjoyment or for some other purpose.

Based on the explanations above, it can be concluded that writing is an active process that involves stages of exploration, collection and expression of thoughts and ideas in written form. This process involves careful choice of words to convey ideas clearly, as well as the ability to edit and improve writing. Writing is also a skill that involves a person's visual, cognitive and motor skills. In addition, writing is a productive skill that allows the communication of messages through signs produced on paper or screen. Fundamentally, writing is about formulating our ideas and then turning them into neat, clear sentences. It also has an important role in expressing one's thoughts, ideas, views and attitudes, as well as enabling people

to share ideas, feelings, convince and influence others. Therefore, writing has a very important role in communicating and sharing information.

## **2.2 Aspects of Writing**

Learning to write involves the steps of developing an idea or thought, expressing it in words, and transferring this described idea onto paper. To create a well-structured piece of writing, students need to keep various factors in mind. According to Jacobs et al. (1981), there are five key aspects of writing, which are detailed below:

### **1. Content**

Content is the substance in writing, including the information, ideas, arguments and themes presented. High-quality content is well-researched, relevant, and adds value to readers. A writer needs to have a deep understanding of his subject matter. Thorough research, critical thinking, and a clear focus on the topic are essential. Good content captures readers' interest and provides insightful, accurate, and interesting information.

### **2. Organization**

Organization refers to the structure and arrangement of ideas in a written work. Well-organized writing follows a logical flow, making it easier for readers to follow the author's argument or narrative. Effective organization includes a clear introduction that sets the tone and context, body ideas presented coherently with smooth transitions, and a conclusion that summarizes important points and leaves a lasting impression.

### **3. Vocabulary**

Vocabulary refers to the words a writer knows and uses. A rich vocabulary allows a writer to express ideas precisely and clearly. Writers with varied vocabularies can choose words that convey the exact meaning and tone they want.

This diversity makes writing more interesting and provides a clearer picture for readers.

#### 4. Grammar

Grammar regulates sentence structure, word usage, and punctuation. Proper grammar ensures sentences are clear, concise, and convey the intended meaning accurately. Errors in grammar can cause misunderstanding or ambiguity. Writers need to understand and apply grammar rules correctly. This includes knowledge of verb tenses, sentence structure, agreement between subject and verb, appropriate use of pronouns, and proper punctuation.

#### 5. Mechanic

This last aspect includes technical aspects, ensuring writing is correct, clear and consistent. This includes spelling, punctuation, capitalization, and formatting. Proper mechanics improve readability and understanding. Spelling and grammatical errors can distract readers, making it more difficult for them to understand the intended message. Writers need to pay attention to detail, proofread their work, and use appropriate style guides for consistency.

Meanwhile, according to Brown (2003), there are five key aspects of writing, which are defined below:

##### 1. Organization

The aspect of organization in writing refers to the overall structure of the writing. This includes the use of appropriate paragraphs, a well-organized introduction, body, and conclusion. Assessments in this aspect assess how well the writing is organized to ensure a logical and cohesive flow of ideas.

##### 2. Logical Development of Ideas (Content)

This aspect refers to how well the ideas in the writing are developed and explained. This includes providing relevant examples, evidence, or explanations to support the main idea. This aspect evaluates the depth of analysis and clarity of the arguments presented.

### 3. Grammar

The aspect of grammar refers to the correct use of grammar in writing. This includes the use of correct sentence structure, appropriate tenses, and appropriateness of subject and predicate. Significant grammatical errors can reduce the score in this aspect.

### 4. Mechanics

This aspect includes the use of correct punctuation, correct spelling, as well as other mechanical elements such as writing format (margins, page numbering, etc.). Mistakes in this aspect can interfere with the reader's understanding and reduce the quality of the writing.

### 5. Style and Quality of Expression

This aspect refers to the effectiveness of writing style and expression of ideas. This includes clarity, precision, and creativity in the use of language. This aspect also assesses variations in sentence structure and word choice that are appropriate for the context and audience of the writing.

Overall, according to Jacobs et al. (1981), there are five key aspects in writing, namely content, organization, vocabulary, grammar, and mechanics. Meanwhile, according to Brown (2003), the five key aspects of writing include organization, logical development of ideas (content), grammar, mechanics, and style and quality of expression. Researchers chose to use Jacobs' writing assessment aspects because according to Ghanbari, Barati, and Moinzadeh (2012), Jacobs' writing aspects are a rating framework that is commonly used in the context of ESL/EFL writing assessment. This aspect is popular due to its detailed and structured approach to evaluating writing, making it a suitable candidate for use in this research. Thus, the use of Jacobs' assessment aspects will provide a clear and systematic framework for evaluating students' writing abilities, which in turn can

help improve the quality of their descriptive writing through peer feedback provided via the Instagram platform.

### **2.3 Process of Writing**

The process of writing refers to the series of steps or stages that a writer goes through to create a piece of written work. According to Harmer (2004) has four process of the writing as follows :

#### **a. Planning**

This is the initial phase of the writing process, where the writer takes time to plan and prepare his work. During this stage, writers brainstorm ideas, consider the purpose and audience of their writing, and create an outline or structure for their work. Planning also involves carrying out research or gathering relevant information, which can be used as a basis for writing. This phase is important because it sets the overall direction of the writing project and helps the writer organize their thoughts.

#### **b. Drafting**

After the planning is complete, the author continues to the drafting stage. In this phase, the main goal is to convert the ideas and information gathered during the planning stage into written form. This is often considered the rough draft phase, where the writer focuses on getting their thoughts down on paper or a digital document. The emphasis here is on expression rather than perfection. Writers can write freely, letting their ideas flow without thinking too much about grammar, spelling, or structure.

#### **c. Editing**

After producing the initial draft, the writer enters the editing stage. This is where they critically review and revise their work. This involves looking at the writing from the reader's perspective and making improvements to improve clarity, coherence, and overall quality. Writers can rearrange paragraphs, adjust sentence

structure, add or delete content, and refine their language choices. Reflecting on the effectiveness of their writing is an important part of this stage, as it allows the writer to make meaningful revisions.

#### d. Finalizing

The final version is the polished and refined writing that emerges from the editing and revision stages. It represents the author's best efforts and is free from grammatical, punctuation, and spelling errors. The final version is ready to be presented, published, or shared with the intended audience. This stage marks the completion of the writing process and is the result of careful planning, drafting and editing.

It can be concluded that the writing process consists of four main stages identified by Harmer (2004): planning, drafting, editing, and finalizing. Planning is the initial stage in which the writer plans and prepares his work, including brainstorming ideas, considering purpose and audience, and creating a framework. Drafting focuses on turning gathered ideas and information into written form, with an emphasis on expression rather than perfection. Editing is the critical stage in which a writer reviews and improves their work, improving its clarity, coherence, and overall quality. The finalizing is a polished final result, free of grammatical and spelling errors, ready to be presented or shared with the intended audience. Overall, this process reflects the critical steps that writers go through in creating quality written work.

## **2.4 Types of Text**

In writing, there are various types of texts that have different meanings and purposes. There are several written texts as follows:

### **1. Descriptive Text**

According to Gerot and Wignell (1994), descriptive text is a text whose function is to describe a particular person, place, or thing. The purpose of descriptive text to describe an object or feeling so that the reader can understand what is described.



## 2. Narrative Text

A narrative text is a form of writing that narrates a story, which can either be based on real events or entirely imagined ones (Hyland, 2009). It serves to convey information to the reader about the storyline, encompassing both fictional and non-fictional narratives.

## 3. Recount Text

A type of text that describes previous experiences or incidents is known as a recount text (Hyland, 2009). The primary objectives of recount texts are to recap and provide information.

## 4. Report Text

A report text is a written piece that presents a structured account of factual occurrences or a categorization and portrayal of one or more subjects. The primary aim of report texts is to deliver information in various formats such as seminars, promotions, workshops, training sessions, performances, and more.

## 5. Procedure Text

Procedure text provides instructions on how to accomplish a task or create something.. The objective of procedure text is to demonstrate the process of making, using, or executing something through a series of sequential steps.

## 6. Exposition Text

An expository text is a type of writing that articulates concepts through a rational argument, aiming to persuade the reader to align with the author's standpoint on a specific subject or topic of debate. The primary goal of expository text is to elucidate information or knowledge from the author rooted in factual evidence, thereby enhancing the reader's understanding or perspectives.

## 7. Explanation Text

An explanation text is a type of writing that elucidates the mechanisms or reasons behind events, or the functioning of certain phenomena. The aim of an

explanation text is to inform the reader about the causes or mechanisms behind a phenomenon, or to provide instructions on how to perform a task.

In conclusion, there are various types of text in writing that have different meanings and purposes. Some types of text that are commonly found include narrative, descriptive, recount, report, procedure, exposition, and explanation. Narrative focuses on telling a story, whether based on fact or imagination. Descriptive is used to describe people, places, or objects. Recount tells about past experiences. Reports present information about specific events or subjects. Procedure provides step-by-step instructions. Exposition aims to convince readers with logical arguments. An explanation explains the cause or mechanism of an event or provides instructions on how to do something. All of these types of text have different roles and purposes in written communication.

## **2.5 Descriptive Text**

Descriptive text is one type of text that is important in learning English, especially in developing students' writing skills. According to Gerot and Wignell (1994), descriptive text is a text whose function is to describe a particular person, place, or thing. The purpose of descriptive text to describe an object or feeling so that the reader can understand what is described. Kane (2000) further emphasized that descriptive writing is about sensory experience—how something looks, sounds, tastes.

According to Gerot and Wignell (1994), the generic structure of descriptive text is divided into two components, they are :

- a) Identification, which identifies phenomenon that will be describe.
- b) Description, which describe parts, qualities, or characteristics of something or someone in detail.

According to Gerot and Wignell (1994), descriptive texts have specific language features:

- a) **Specific Participants:** The text focuses on specific entities (e.g., a person, place, or thing).
- b) **Simple Present Tense:** This tense is predominantly used to describe the characteristics of the subject.
- c) **Attributive and Identifying Processes:** These processes use linking verbs (is, are) and descriptive verbs to attribute qualities to the subject.
- d) **Adjectives:** Various descriptive adjectives are used to detail the subject's features and qualities.

Descriptive text was chosen because it helps students develop their ability to describe people, places, or things in detail, which is fundamental for improving vocabulary and organization skills. This type of text is commonly taught in senior high school and aligns well with students' learning needs to express ideas clearly and vividly. Additionally, descriptive text works well with Instagram as a learning medium, since students can easily connect visual images with their writing, increasing engagement and motivation. Therefore, focusing on descriptive text provides an effective context for applying peer feedback to enhance writing skills.

In conclusion, descriptive text is a fundamental type of text in English learning, especially for developing students' writing skills. It enables students to express detailed descriptions of people, places, or things by engaging sensory experiences such as how something looks, sounds, or feels. The text's generic structure consists of identification and detailed description, supported by specific language features like the use of simple present tense, linking verbs, and descriptive adjectives. Descriptive text is suitable for senior high school students and aligns well with visual learning tools like Instagram, which can enhance students' motivation and engagement in writing. Therefore, focusing on descriptive text provides an effective and meaningful context for improving students' writing skills through peer feedback.

## 2.6 Teaching English Writing

When it comes to teaching writing, the teacher plays the role of a facilitator, guiding students on how to write effectively. Viewing writing as a process of exploration means that the primary focus becomes revision, and the teacher, who traditionally gives feedback later, steps in to assist students throughout this process. According to Brown (2000), teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. This suggest that writing is a vital tool for mastering a subject, and it is the duty of teachers to help students enhance their writing abilities.

As Raimes (1983) stated out, teaching writing is a unique way to strengthen learning. This is because students are expected to express their thoughts and ideas on paper during the writing process. As a result, teachers must be aware of the difficulties that students face during the teaching and learning process. Teachers must ensure that students grasp, comprehend, and expand their knowledge. Moreover, the goal of teaching writing is for students to produce well-crafted pieces of writing, requiring teachers to guide students in improving their writing skills gradually. In teaching, it is crucial for teachers to consider the students' proficiency levels and deliver writing exercises in a systematic manner.

In addition, although writing can provide benefits for students, they still provide difficulties in the writing process. According to Hinkel (2003), this problem can occur because writing in L2 is basically different from L1, and the writing process requires many aspects that students are expected to fulfill. Therefore, students need a teacher's role to teach and guide them to solve obstacles in the writing process. Teaching writing means the teacher teaches students how to convey ideas or imaginations that are in their minds in written form.

However, teaching writing is a challenge for teachers because writing in English is the most difficult skill students need, among other skills. Teachers need to pay attention to the writing aspect and ensure students understand and can fulfill the elements. Not only that, teachers also need to provide appropriate guidance to students and build their awareness in the writing process, from generating ideas to revising. In line with this, Raimes (1983) stated that English teachers should guide

students in the writing process and try to provide relevant material according to students' interests and needs. In addition, the capacity and age of students must be taken into consideration by English teachers so that students are successful in the writing process with little or no errors in composition. As the previous statement by Raimes emphasizes that teaching writing is a unique way to strengthen learning. Therefore, teaching writing and providing appropriate material to students is an important part of teaching, in order to build students' language skills.

In conclusion, teaching writing is a complex but crucial task for educators, especially in the context of English language teaching. The teacher's role as facilitator is critical, guiding students through an effective writing process, with a strong emphasis on revision. Writing is not just a means of expressing ideas but is also a fundamental tool in mastering subjects, so it is the teacher's responsibility to develop and improve students' writing skills. Despite the challenges posed by inherent difficulties in writing in a second language, teachers must provide guidance tailored to students' needs, proficiency levels, and ages. By recognizing writing as a unique pathway to strengthen learning, educators play a critical role in helping students overcome barriers and develop their language skills, making teaching writing a critical component of effective education.

## **2.7 Feedback**

Feedback plays a crucial role in the development of students' writing skills. As educators search for effective methods to improve the learning process, the concept of feedback has expanded to encompass a variety of forms and media. Feedback can originate from different sources and can be delivered in various ways, each serving distinct purposes in the educational context.

Hattie and Timperley (2007) conceptualize feedback as "information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding" (p. 81). This definition highlights the multifaceted nature of feedback and its central role in informing learners about their progress toward learning goals.

According to Harmer (2004), feedback involves two main activities: responding and correcting. Responding includes providing feedback on the content and design of students' writing, where the teacher may comment on the order in which points are presented or suggest additional sources of information. This process creates an affective dialogue with students, where their writing is discussed and not just graded. Correcting, on the other hand, involves addressing errors in aspects such as syntax, grammatical appropriateness, collocations, and word choice.

According to Hyland, K. and Hyland, F. (2019), there are several types of feedback that can be used to support and enhance students' writing performance. These types are outlined as follows:

### 1. Teacher Written Feedback

Teacher written feedback is one of the most common forms of feedback in second language (L2) writing instruction. It involves the teacher providing comments directly on students' written work. This type of feedback can either be direct, where the teacher corrects the mistakes, or indirect, where the teacher marks the errors but does not provide the corrections. The primary purpose of teacher written feedback is to highlight both strengths and areas for improvement, such as organization, grammar, vocabulary, and content. While direct feedback offers clear, immediate corrections, indirect feedback encourages students to engage in critical thinking and problem-solving to identify and correct their errors, promoting a deeper understanding of language use.

### 2. Oral Feedback

Oral feedback is typically provided during one-on-one writing conferences between the teacher and the student. This feedback form is more interactive, allowing for immediate clarification and discussion of the student's work. Oral feedback is beneficial because it provides an opportunity for a dialogue, where students can ask questions and gain further understanding of the feedback. It can focus on a variety of aspects, such as content, organization, and linguistic accuracy. This form of feedback is often seen as more personalized and can help to build a stronger teacher-student rapport, fostering a positive learning environment.

### 3. Peer Feedback

Peer feedback involves students providing feedback to each other on their writing. This type of feedback can be written or oral and typically focuses on the same aspects as teacher feedback, including content, organization, vocabulary, grammar, and mechanics. Peer feedback is valuable because it encourages collaboration and allows students to take responsibility for their learning. It also helps develop critical thinking skills, as students analyze their peers' work and reflect on their own. The effectiveness of peer feedback can be enhanced through clear guidelines and structured frameworks, such as checklists, which guide students in providing constructive and detailed comments.

### 4. Computer-Mediated Feedback

Computer-mediated feedback is feedback provided through digital platforms such as email, online learning management systems, or social media. This type of feedback can be asynchronous, where feedback is given at a different time than when the writing is submitted, or synchronous, where feedback is provided in real-time. One of the advantages of computer-mediated feedback is its accessibility, allowing students to receive feedback remotely and at their convenience. Moreover, these platforms often enable students to engage with feedback more interactively, through comments or direct edits, thus providing opportunities for revision in a digital context. This feedback method is particularly useful in large classes or distance learning settings.

### 5. Automated Feedback

Automated feedback is generated by computer programs designed to analyze students' writing and provide instant corrections or suggestions. These systems often focus on specific aspects such as grammar, vocabulary, and sentence structure, providing immediate feedback that can help students recognize common errors and improve their writing. While automated feedback can be helpful for addressing surface-level issues, it often lacks the depth and personalization that human feedback provides. Despite this, it can be a useful tool for students to



practice and reinforce their language skills, especially for frequent or recurring errors.

#### 6. Appreciative Feedback

Appreciative feedback is a form of feedback that emphasizes the positive aspects of a student's work. It is designed to encourage and motivate students by acknowledging their strengths and achievements. By highlighting what students have done well, appreciative feedback fosters a sense of accomplishment and builds confidence. This form of feedback is crucial for maintaining motivation and can create a more supportive learning environment. While it does not focus on corrections, it is important for reinforcing good practices and encouraging students to continue developing their skills.

#### 7. Corrective Feedback

Corrective feedback is a type of feedback that directly addresses errors in a student's writing, particularly in areas such as grammar, spelling, punctuation, and sentence structure. This feedback helps students recognize mistakes and understand how to correct them. Corrective feedback can be explicit, where the correct form is provided, or implicit, where students are guided to find the correct form themselves. While corrective feedback is essential for improving accuracy in writing, it is most effective when it is timely and appropriately targeted, focusing on the most relevant errors for the student's level of proficiency.

#### 8. Supervisory Feedback

Supervisory feedback typically occurs in academic contexts, particularly at the graduate level, where students are working on long-term research projects, such as theses or dissertations. This type of feedback is provided by academic supervisors who guide students through the writing process, offering advice on structure, content, and argumentation. Supervisory feedback helps students refine their ideas, strengthen their arguments, and improve the overall quality of their academic writing. This feedback is often more comprehensive and detailed, aiming not only to improve specific aspects of the writing but also to develop the student's critical thinking and academic skills.

Expanding on the types of feedback, Brookhart (2008) introduces the concept of corrective feedback, which involves providing information that helps students identify and correct their mistakes, with the goal of improving their performance. Corrective feedback is aimed at addressing specific errors in students' work and offering strategies to correct them, helping students avoid making the same mistakes in the future. This type of feedback is essential in guiding students toward a deeper understanding and mastery of the subject matter.

In contrast, Whitney and Trosten-Bloom (2010) describe appreciative feedback, which focuses on recognizing and valuing the strengths, successes, and positive aspects of an individual's work or contributions. Appreciative feedback involves highlighting what is done well and encouraging the recipient to continue developing those positive attributes. This form of feedback fosters positive reinforcement and growth through acknowledgment of achievements, thereby enhancing motivation and self-efficacy.

An innovative approach to feedback is the use of peer feedback, especially through digital platforms such as Instagram. Peer feedback not only fosters a collaborative learning environment but also allows students to engage in critical analysis and constructive criticism of each other's work. Sackstein (2017) defines peer feedback as a reciprocal process where students provide each other with insights and strategies for improvement, fostering self-awareness and enhancing learning for both the giver and receiver. She emphasizes that with proper instruction and support, students can become adept at offering constructive feedback that is often received more positively than teacher-to-student feedback.

Similarly, Richards and Schmidt (2002) describe peer feedback as an activity in the writing revision stage where students receive input regarding their writing from their peers. Typically, students work in pairs or small groups, reading each other's compositions, asking questions, and making comments and suggestions. This process complements traditional teacher-student feedback by providing diverse perspectives and promoting student autonomy.

Furthermore, according to Cahyono and Amrina (2016), peer feedback guidelines are structured tools that allow students to provide constructive feedback

to their peers based on specific writing components. These guidelines include categories such as content, organization, vocabulary, language use, and mechanics. Within each category, various criteria are outlined to guide students in their feedback process. For example, content and organization aspects help students focus on ensuring that the introduction introduces the topic and thesis, the body paragraphs develop aspects of the thesis with relevant supporting details, and the conclusion effectively summarizes or restates the main points. Grammar is another important component of the guideline sheet, prompting students to check for correct tenses, subject-verb agreement, and plural forms. Vocabulary is assessed for topic relevance and the use of transitional markers, while mechanics focuses on capitalization, punctuation, and spelling.

The benefits of using such peer feedback guidelines are numerous. They help students systematically review and enhance their writing by concentrating on specific areas. Additionally, these guidelines foster a sense of autonomy, allowing students to identify their own strengths and weaknesses. Peer feedback also promotes a collaborative learning environment, where students can learn from each other and collectively improve their writing proficiency (Cahyono and Amrina, 2016).

Peer feedback is chosen in this study because it actively engages students in the learning process by encouraging them to give and receive constructive feedback from their peers, which promotes critical thinking, self-reflection, and autonomy in writing development. Using Instagram as the platform for peer feedback makes the process more engaging and relevant, as students are familiar with this social media, increasing their motivation and participation. Previous research supports that peer feedback through Instagram effectively improves students' writing skills by fostering collaboration and communication in a digital environment. Therefore, combining peer feedback with Instagram provides an effective and interactive way to enhance students' descriptive writing abilities

In conclusion, feedback plays an indispensable role in the development of students' writing skills, encompassing various forms such as corrective feedback, appreciative feedback, and peer feedback. Incorporating both corrective and

appreciative feedback provides a balanced approach that addresses areas for improvement while also reinforcing students' strengths. Utilizing platforms like Instagram for peer feedback further enhances the learning experience by fostering collaboration and critical engagement among students. Additionally, structured peer feedback guidelines provide a practical tool for improving writing skills, fostering student autonomy, and encouraging constructive critique. By integrating these diverse feedback methods, educators can create a more effective and supportive learning environment that promotes continuous improvement and growth.

## **2.8 Instagram as a Learning Medium**

Learning medium refers to tools or materials used to convey messages from teachers to students in a way that attracts their attention, increases their interest, and encourages them to learn effectively. This tool or materials helps clarify information, makes it easier for students to understand and makes the learning process smoother. They also keep students engaged and motivated, directing their focus and interaction with the course material. McLuhan (1964) state that the learning medium carries the content as well as the context of communication. Learning media can overcome obstacles related to sensory perception, physical space and time. In addition, they can provide students with experiences related to their surroundings and allow direct interaction with teachers, communities, and the environment, so that learning becomes more in-depth and effective. One of the learning media that can be used today is the social media Instagram.

Instagram is one of the popular social media platforms and mobile applications that allows users to share photos and videos. Instagram was created by Kevin Systrom and Mike Krieger and launched in October 2010. Instagram is known for its focus on visual content, and users can enhance their photos and videos with a variety of filters and editing tools. The platform also includes features like Posting photos or videos, Stories, Reels, and the ability to interact with posts through likes, comments, and direct messages. Instagram has become the leading

and most popular platform for young learners. Because of that, Instagram has a lot of potential to be a language learning tool in terms of language skills.

The use of Instagram as a learning medium can help students in producing writing texts. Instagram features can be used as a medium to express ideas and ideas in writing. Moreover, Instagram can create a fun and meaningful learning environment for the students because they are enjoying using Instagram in doing school tasks. Ramalia (2021) stated that Instagram is effective for writing assignment, students feel that writing their ideas on Instagram was such a fun activity. In line with that, Listiani (2016) stated that Instagram and its supporting features can also be used as a medium in learning process related activities. By using Instagram, teachers can use this tool to develop certain activity creatively. Instagram helps students develop ideas and provide a learning experience that they enjoy, with contextual content. Thus, teachers can use Instagram in teaching process with their students in learning process.

Instagram was chosen in this study as the preferred social media platform for peer feedback in writing classes due to its widespread popularity among students, especially Generation Z, and its user-friendly interface that students are already familiar with. The platform's interactive features, such as photo sharing, captions, and commenting, provide a contextual and engaging environment that enhances students' creativity and motivation to write. Furthermore, Instagram supports flexible and asynchronous peer feedback, enabling collaborative learning beyond the classroom while promoting digital literacy. Research shows that students respond positively to Instagram-based learning activities, reporting increased confidence and enjoyment in writing tasks. These advantages position Instagram as an effective and practical medium compared to other social media platforms for implementing peer feedback in educational settings.

In conclusion, learning media play a crucial role in enhancing the effectiveness of education by attracting students' attention, facilitating their understanding, and encouraging active engagement in the learning process. Instagram, as a popular social media platform, has proven to be a promising tool for language learning, especially in developing writing skills. Its visual and

interactive features provide students with a creative and enjoyable medium to express ideas and receive constructive peer feedback, which fosters motivation and collaboration. By integrating Instagram into teaching, educators can create a dynamic and meaningful learning environment that supports students' writing development and digital literacy, making it a valuable addition to modern educational media in the digital era.

## **2.9 Peer Feedback Via Instagram in Teaching Writing**

Various studies have explored the topic of this research. In this study, the researcher will use some of these studies as references. This subchapter reviews five relevant studies and their results.

The first previous study conducted by Ramadhanty, Sutarsyah, and Nurweni (2020), this research addresses writing as a complex skill requiring multiple abilities such as idea generation, argument development, text organization, and revision. The study proposes Instagram as an effective tool in blended learning to enhance student writing skills. The objectives include assessing the impact of peer-feedback via Instagram on students' writing achievement, identifying the most improved aspects of writing through this method, and determining which aspects students corrected most frequently. The research employed a one-group pretest-posttest design involving 30 students from X IPS 4 class at MAN 1 Bandar Lampung during the 2019/2020 academic year, using writing tests as data collection instruments. Statistical analysis, specifically paired sample t-tests (with significance set at  $p < 0.05$ ), revealed significant improvements across all aspects of writing: content, organization, vocabulary, language use, and mechanics. Notably, content showed the greatest improvement, while language use was the aspect most frequently corrected by students.

The second previous study conducted by Renita and Rifki Irawan (2024). the research addresses the learning objectives (ATP) emphasizing the mastery of speaking skills, particularly in pronunciation, fluency, and accuracy, which often require more effective learning media. This study aims to evaluate the effectiveness

of peer feedback via Instagram on tenth-grade students' speaking skills at SMAN 1 Gamping. The research employed a quantitative approach with a quasi-experimental design, where Class X B served as the control group receiving traditional peer feedback, while Class X C served as the experimental group receiving peer feedback through Instagram. The instrument used was a speaking skill test administered through pre-test, treatment, and post-test phases. Hypothesis testing utilized the t-test with a significance level of  $\alpha = 0.05$ . The findings, supported by paired sample t-tests, demonstrate that peer feedback through Instagram effectively enhances tenth-grade students' speaking skills at SMAN 1 Gamping. However, independent sample analysis suggests that traditional peer feedback remains superior and is recommended for broader implementation.

The third previous research was done by Sallamah and Sabiq (2020), the purpose of this research is to test the effectiveness of Instagram as a learning medium in writing recount texts for students, using a quasi-experimental research method involving 35 students from two different classes at a private school in Purbalingga. The experimental class used Instagram as a learning medium, while the control group followed conventional learning. The research results showed that the use of Instagram significantly improved students' ability to write recount text, with a higher experimental N-gain average score ( $0.308 > 0.057$ ), as well as a higher experimental pre-test and post-test average score. than the control group ( $79,461 > 67,142$  and  $69,875 > 64,818$ ). In conclusion, Instagram as a learning medium has proven to be useful in developing recount text writing skills for students.

The fourth previous research was conducted by Ramalia (2021), the purpose is to see students' views regarding the use of Instagram as a writing assignment platform. Using qualitative research methods, this research involved second semester students of the English Department of Syekh-Yusuf Islamic University, Tangerang. A total of 61 writing class students were participants in this research. A survey method with an open questionnaire was used as a data collection tool. The research results show that almost all students have a positive view of Instagram as a writing assignment platform. They feel that Instagram is a fun, easy and effective medium to use in completing writing assignments. However, there are also several obstacles to its use, such as poor internet network problems and privacy issues. It



can be concluded that Instagram can be a useful teaching medium, especially in the field of writing, as long as it is used and supervised appropriately.

The fifth previous research was conducted by Hilman (2019), this research aims to determine the influence of Instagram on students' ability to write descriptive text at Madrasah Aliyah and determine their perceptions of the use of Instagram in learning to write descriptive text. The research subjects consisted of 48 students who were in the tenth grade. They were divided into two equal-sized experimental and control groups (N=24). Their ages range from 16 to 17 years. Participant gender was not considered a variable in this study. This research uses a parallel convergent mixed method, where pre-test and post-test are used to collect quantitative data, while questionnaires are used to collect qualitative data. The experimental group was taught to write descriptive text via the Instagram application, while the control group used the Facebook application. Data analysis through an independent t test showed that with the help of the Instagram application, the experimental group obtained better results than the control group in writing descriptive text. Apart from that, Islamic high school students have a positive attitude towards using the Instagram application in learning.

The sixth previous study conducted by Indriani (2022) examines the use of Instagram as a platform for peer feedback in teacher training. This study employed a qualitative approach involving questionnaires, documentation, and semi-structured interviews with 78 third-year students in a micro-teaching class. The results revealed that student teachers held positive attitudes toward peer feedback through Instagram microblogs, both as feedback givers and receivers. They found this method helpful in enhancing their teaching competence, knowledge, and motivation. Moreover, Instagram-based peer feedback encouraged interaction and collaborative learning, which led to improvements in students' teaching skills and engagement in the learning process.

The seventh previous study conducted by Nahru (2020) examined the implementation of peer feedback using Instagram in learning writing recount texts for EFL students at the senior high school level. This qualitative study involved 32 students from X MIPA 3 in Mojokerto, Indonesia, using observation checklists,

field notes, questionnaires, and semi-structured interviews. The findings revealed that implementing peer feedback through Instagram effectively improved students' writing abilities and fostered positive perceptions, enhancing their motivation, critical thinking, and confidence in writing. Students found the activity fun and engaging, as it combined technology with classroom learning. Additionally, the feedback helped them recognize and correct their mistakes, leading to improved writing quality. The study concluded that Instagram is an effective tool for integrating peer feedback in writing instruction and suggested its application for other language skills and text types.

The eighth previous study conducted by Farrah (2012) investigated the impact of peer feedback on improving writing skills among Hebron University students. This study used a quasi-experimental design involving 105 students in an undergraduate writing course. Pre-tests, post-tests, and Likert-scale questionnaires were used to assess students' attitudes toward peer feedback. The findings indicated that students perceived peer feedback as a valuable tool that enhanced their writing skills, motivation, critical thinking, and confidence. Additionally, peer feedback created opportunities for social interaction, which facilitated collaborative learning and improved the quality of students' written assignments.

The ninth previous study conducted by Dharma et al. (2024) explored the effectiveness of peer feedback in improving writing skills among lower secondary school students in Indonesia. This quasi-experimental study involved two groups: an experimental group receiving peer feedback and a control group receiving traditional teacher feedback. Data were collected through pre-tests and post-tests, with statistical analysis performed using an Independent-Samples T-Test. The results showed a significant improvement in the writing performance of students who received peer feedback, particularly in aspects such as content, organization, vocabulary, grammar, and mechanics. The study concluded that peer feedback is an effective method for enhancing students' writing abilities at the lower secondary level.

The tenth previous study conducted by Marpaung (2024) examined the role of Instagram as a tool for engaging students in English writing and enhancing digital

literacy. Using Classroom Action Research (CAR) over three cycles with 34 high school students, the study assessed improvements in grammar, creativity, and vocabulary. The results demonstrated a significant increase in students' writing scores from 60 in Cycle 1 to 80 in Cycle 3. The study found that Instagram fostered student engagement, provided a collaborative space for peer feedback, and made learning more relevant and enjoyable. The study concluded that integrating Instagram into writing instruction effectively improved students' writing skills and digital literacy.

Lastly, previous study conducted by Briansyah (2025) compared the effectiveness of peer feedback and teacher-written corrective feedback in improving writing accuracy among eighth-grade students in Bali. This quasi-experimental study involved 40 students divided into an experimental group (peer feedback) and a control group (teacher feedback). The results showed that the experimental group had a more significant improvement in writing accuracy, with mean scores increasing from 66.25 to 82.75, compared to the control group's increase from 67.25 to 74.50. The study concluded that peer feedback was more effective in enhancing students' writing accuracy, as it encouraged active participation and self-reflection in the learning process.

In conclusion, the studies reviewed in this chapter demonstrate the significant potential of using peer feedback via Instagram in enhancing students' writing skills. Various studies highlight the effectiveness of this method across different educational settings and text types. The research by Ramadhanty et al. (2020) and Indriani (2022) shows that peer feedback via Instagram can substantially improve writing aspects such as content, organization, vocabulary, and language use. Similarly, studies by Sallamah and Sabiq (2020) and Briansyah (2025) emphasize the positive impact of Instagram in improving writing accuracy, particularly when students engage in peer-to-peer critique. Furthermore, Instagram's interactive nature fosters creativity, motivation, and critical thinking, as evidenced by the studies conducted by Ramalia (2021) and Marpaung (2024). The findings consistently suggest that peer feedback using Instagram not only improves students' writing performance but also boosts their engagement and confidence in learning. Moreover, it creates a collaborative and enjoyable learning environment,

making it a valuable tool in writing instruction for EFL students at various educational levels. These studies collectively underline the importance of integrating social media platforms like Instagram in educational practices, as they bridge the gap between traditional methods and the digital habits of modern students.

## **2.10 Procedure of Using Peer Feedback Through Instagram In Teaching Writing**

While practicing descriptive text writing using peer feedback through Instagram and observing the process, the researcher will adopt the procedure outlined by Harmer (2004). This procedure consists of four steps that are part of the writing process: Planning, Drafting, Editing, and Finalizing. The procedure can be describe as follows :

No.	Process of Writing	Activities
1.	Planning	<ul style="list-style-type: none"> <li>• The teacher explains the generic structure of descriptive texts, including Identification and Description.</li> <li>• The teacher provides examples of incorrect uses of the generic structure.</li> <li>• The teacher explains the language features of descriptive texts, such as the Simple Present Tense, linking verbs, and adjectives, and gives examples of incorrect usage.</li> <li>• The teacher divides students into groups of four.</li> <li>• Students are asked to create an outline of a descriptive text based on the material explained.</li> </ul>
2.	Drafting	<ul style="list-style-type: none"> <li>• Students begin writing descriptive texts based on the outlines they have made.</li> <li>• The teacher monitors and provides assistance if needed (offline).</li> </ul>

		<ul style="list-style-type: none"> <li>• The teacher creates a private Instagram account for each group, and students follow their respective group accounts (only group members can follow).</li> <li>• Students upload their draft texts along with relevant images to their group's Instagram account (online).</li> <li>• Students are instructed to provide corrective feedback on their group members' drafts using Instagram's comment feature, focusing on constructive corrections (online).</li> </ul>
3.	Editing	<ul style="list-style-type: none"> <li>• After receiving feedback from their peers, students revise and edit their drafts based on the comments.</li> <li>• Students finalize their work to ensure it is ready for the teacher's review.</li> </ul>
4.	Finalizing	<ul style="list-style-type: none"> <li>• Once the final draft is completed, students revise the post on their group's Instagram account and upload it to their personal accounts.</li> </ul>

### 2.10.1 Guidelines for Using Peer Feedback Through Instagram In Teaching Writing

The peer feedback classes equipped with a guideline sheet in doing the revision; the guideline sheet contained aspects of writing and checklist to help the students to revise their work. By using the guideline sheet, students got clear points to self-correct their work, whether it was in the area of content, organization, vocabulary, language use, or mechanics (Cahyono and Amrina, 2016). The Guideline as follows :

No.		Yes	No
1.	<b>Is there a clear introduction?</b> <i>If yes, what makes it clear?</i> <i>If no, what could make it clearer?</i>		
2.	<b>Are there enough details to imagine the subject?</b> <i>If yes, which details help you imagine it?</i> <i>If no, what details are missing?</i>		

<b>3.</b>	<b>Is all the information relevant to the subject?</b> <i>If yes, why is it relevant? If no, what information feels off-topic?</i>		
<b>4.</b>	<b>Are there good describing words (like adjectives or nouns) that make the subject easy to imagine?</b> <i>If yes, which specific words help you imagine or understand the subject better?</i> <i>If no, suggest some words that could improve the description.</i>		
<b>5.</b>	<b>Are the sentences organized in a clear order? Does the topic sentence connect well with the supporting details?</b> <i>If yes, what makes the order easy to understand?</i> <i>If no, which sentences need to be fixed to make the order clearer?</i>		
<b>6.</b>	<b>Are the tenses in the sentences used correctly?</b> <i>If yes, why do the tenses feel correct?</i> <i>If no, which sentences have incorrect tenses, and what should they be?</i>		
<b>7.</b>	<b>Are all words spelled correctly?</b> <i>If yes, how do you know?</i> <i>If no, which words are spelled incorrectly?</i>		
<b>8.</b>	<b>Are punctuations used correctly?</b> <i>If yes, where is it used well?</i> <i>If no, where is it incorrect?</i>		
<b>9.</b>	<b>Are capital letters used correctly?</b> <i>If yes, where are capital letters used well?</i> <i>If no, where are they missing or unnecessary?</i>		

In the end, the students could make a descriptive text after doing all the writing processes starting from planning, drafting, revising, and final version then post it to Instagram.

## 2.11 Advantages and Disadvantages

There are several points of advantages and disadvantages of teaching writing using peer feedback via Instagram:

1. Peer feedback through Instagram allows students to engage actively in the learning process. By interacting with peers on a familiar platform, students become less dependent on the teacher, fostering a more collaborative learning environment
2. Using peer feedback helps students critically evaluate their peers' work and their own, which can enhance their writing skills and cognitive abilities. This method promotes self-assessment, reflection, and autonomy, essential for language learners
3. Instagram is a platform students frequently use, making learning feel less formal and more engaging. This familiarity encourages students to participate and share feedback comfortably, which can boost their motivation and reduce anxiety related to writing tasks
4. The use of Instagram can improve various aspects of writing, such as content, organization, vocabulary, and mechanics, especially through the flexibility of online feedback

Using peer feedback through Instagram offers several advantages for both teachers and students in the teaching and learning process. However, there are also disadvantages to using Instagram as a medium to improve students' writing skills:

1. Peer feedback, whether through Instagram or traditional methods, can sometimes be limited to surface-level corrections (such as grammar) and may not adequately address deeper issues like content and organization
2. Some students may not trust their peers' feedback as much as teacher feedback, assuming that peers may lack the expertise to provide useful suggestions
3. Peer feedback can be influenced by personal biases, such as friendships or competition among peers, leading to feedback that may not be objective or useful. Additionally, students might lack the expertise to provide accurate and constructive feedback, which can result in misguided revisions
4. Students may feel uncomfortable sharing their work publicly on Instagram, leading to less participation or removing their posts, which diminishes the effectiveness of the peer feedback process

In conclusion, using peer feedback through Instagram to teach writing offers significant benefits such as increased student participation, reduced teacher dependency, increased critical thinking, and greater confidence in sharing work. This allows for individualized feedback, reduces writing anxiety, and provides easy access to assignments. However, challenges include focusing on surface errors, preferences for teacher input, potential plagiarism, and distractions from Instagram features. While Instagram can effectively improve writing skill, careful implementation and monitoring is essential to overcome these weaknesses and optimize its strengths.

## **2.12 Theoretical Assumption**

The researcher believes that using Peer Feedback through Instagram will improve students' writing performance in descriptive text as well as certain aspects of writing itself. Researchers assume that by using peer feedback with Instagram, students can more easily express their ideas and thoughts so that the learning process becomes more effective, enthusiastic and enjoyable in writing descriptive text. In the teaching process, the teacher guides students to compose and write descriptive texts by considering five aspects of writing; content, organization, language use, vocabulary, and mechanics.

More over, the researcher believes that, among the five aspects of writing, the use of Instagram as a learning medium most significantly enhances the content aspect. The researcher believes that Instagram, with its visual and interactive nature, facilitates a more engaging and contextualized expression of ideas. Through the platform, students can not only articulate their thoughts but also present them with multimedia elements, fostering a more comprehensive understanding of descriptive text.

The researcher assumes that the Instagram platform can be useful as a medium for improving students' writing performance. It can be concluded that Instagram media has a beneficial effect in helping students enrich their understanding, allowing them to display student ideas with contextually relevant



content, and also increasing student motivation and achievement. In addition, researchers believe that, among the five aspects of writing, using Instagram as a learning medium most significantly improves the content aspect.

Incorporating peer feedback via Instagram further enhances this learning process. Peer feedback allows students to receive constructive criticism and suggestions from their peers, which can help them improve their writing. This interactive process encourages collaboration and critical thinking, resulting in better content quality and overall writing proficiency. Therefore, the use of peer feedback via Instagram is expected to significantly improve students' descriptive text writing performance.

### **2.13 Hypotheses**

Hypothesis is made referring to the formulation of the problem that has been mentioned previously. Based on several theories from the literature review and previous research that have been explained before, the hypotheses proposed in this research are as follows:

Hypothesis 1:

1. There is no significant difference in the improvement of students' performance in writing descriptive texts between those who use peer feedback through Instagram and those who do not.
2. There is a significant improvement in students' performance in writing descriptive texts when they use peer feedback through Instagram compared to those who do not.

Hypothesis 2:

1. There is no specific aspect of writing, including content, that shows the most significant improvement when students receive peer feedback through Instagram.
2. Content is the aspect of writing that shows the most significant improvement when students receive peer feedback through Instagram.

Thus, the theories that have been explained above include: the definition of writing, aspects of writing, process of writing, types of text, teaching of writing, definition of feedback, previous research, the procedure of teaching writing using peer feedback through Instagram, the advantages and disadvantages, theoretical assumption, and hypotheses.

### **III. METHODS**

This chapter discusses about the research method which consists of several sub-chapters: research design, variables, data sources, instrument, data collection, data analysis, data treatment, and hypothesis testing

#### **3.1 Design**

This research employs a quantitative approach. The one-group pre-test post-test design, as proposed by Setiyadi (2018), is being used. Pre-tests are administered to the students before the treatment, followed by post-tests after the treatment. One class is selected as the sample for the experimental group. The design is presented as follows:

<b>T1 X T2</b>
----------------

T1 : Pre-test score (before being given the treatment)

X : Treatment

T2 : Post-test (after being given the treatment)

### 3.1.1 Variables

Each quantitative research needed variables to support the research process. Setiyadi (2018) states that variables are characteristics of a group of people, their behaviour, or their environment that varies from one individual to another, such as gender, motivation, and achievement. Inherently, there are two kinds of variable namely independent variable (X) and dependent variable (Y).

In this research the variables are described as follows:

#### 1. Peer Feedback Through Instagram as an independent variable (X)

This is categorized as an independent variable because Instagram use can influence the dependent variable in determining the relationship between the phenomenon and the object being observed.

#### 2. The students' writing achievement in descriptive text as a dependent variable (Y)

These are grouped as dependent variables because they are based on student achievement based on outcomes. Student achievement can be measured to determine whether there is an influence from the independent variable or not. The population of this research consists of first-grade (X/10) students at first-grade of SMA Muhammadiyah 2 Bandar Lampung (X). One class, with approximately 30 students, was chosen as the sample for the experimental class.

### 3.1.2 Data Sources

The population of this research is the first grade (X/10) students at first-grade of SMA Muhammadiyah 2 Bandar Lampung (X). Class X consists of several classes, where one class was taken as the sample for this research.. One class was chosen as the sample for this research with a total of 30 students for the experimental class.

## **3.2 Data Collection**

### **3.2.1 Instrumentation**

Researchers use research instrument to evaluate the achievement of research objectives. In order to collect the necessary data, a writing test is used as a research instrument. In this research, there are two writing tests carried out, namely pre-test (initial test) and post-test (final test). The pre-test is held at the initial meeting before giving treatment, while the post-test is carried out after giving treatment to research participants. The tests are structured in detail, including very clear instructions and directions to test takers. This is intended so that students understand well what is expected of them during the test. Apart from that, a predetermined time allocation for each test is also included so that the test can run efficiently. This writing test is used to measure students' performance in writing descriptive text before and after the treatment is carried out. Therefore, data from these two tests will help researchers evaluate the effect of using Instagram as a learning medium on students' writing abilities.

### **3.2.2 Validity and Reliability**

According to Setiyadi (2018), validity and reliability are important points to be considered in developing the instrument. These two aspects have an integral role in measuring with instruments. In the context of providing treatment, researchers need to ensure that the instruments used are valid and have good reliability. Validity and reliability are important indicators for assessing the extent to which a test instrument meets good standards. Thus, the aim of the research is to evaluate whether the tests used in this study meet the necessary criteria or not.

### 3.2.2.1 Validity

Setiyadi (2018) defined validity of an instrument has to show how well that instrument measures what is supposed to be measured. Moreover, there were two types of validity are being used in this research:

#### a). Content Validity

Content validity is related to any validity strategies that focus on the content area of the test. This research has content validity because the researcher constructs the test based on the indicators in the syllabus of the first-year students at senior high school for the odd semester (semester ganjil), and the researcher aligns the material with the curriculum. In this research, the researcher uses descriptive text writing as the material for the writing test, which is also included in the odd semester syllabus.

Table 3.1 Syllabus

Elemen Menulis – Mementaskan	Peserta didik menulis berbagai jenis teks fiksi dan nonfiksi, melalui aktivitas yang dipandu, menunjukkan pemahaman mereka terhadap tujuan dan target pembaca/pemirsa. Peserta didik merencanakan, menuliskan, mengulas, dan merevisi teks dengan menunjukkan strategi koreksi diri dalam kaidah menulis. Peserta didik menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Peserta didik menyajikan informasi menggunakan berbagai moda presentasi dalam bentuk cetak dan digital untuk menyesuaikan dengan target pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda.	Menulis teks fiksi dan non-fiksi,	Menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca.	Peserta didik mampu menulis berbagai jenis teks fiksi melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca.	<ol style="list-style-type: none"> <li>1. Peserta didik mampu mengidentifikasi struktur teks dan tujuan teks fiks</li> <li>2. Peserta didik mampu menggunakan "tenses:" yang tepat untuk melengkapi cerita fiksi</li> <li>3. Peserta didik mampu menggunakan tanda baca dan huruf kapital yang tepat dalam penulisan cerita fiksi dan non fiksi</li> <li>4. Peserta didik mampu menulis satu cerita fiksi dengan "tenses" dan tanda baca serta huruf kapital yang tepat.</li> </ol>
				Peserta didik mampu menulis berbagai jenis teks non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca.	<ol style="list-style-type: none"> <li>1. Peserta didik mampu mengidentifikasi struktur teks dan tujuan teks non fiksi.</li> <li>2. Peserta didik mampu menggunakan "tenses:" yang tepat untuk melengkapi cerita non fiksi</li> <li>3. Peserta didik mampu menggunakan tanda baca dan huruf kapital yang tepat dalam penulisan cerita non fiksi</li> </ol>

#### b) Construct Validity

Construct validity is needed for the test instrument which has some indicators in measuring one aspect or constructs (Setiyadi, 2018). Construct validity

is the process determining the extent to which test performance can be interpreted in terms of one or more constructs. In this research, the researcher asked the students to write a descriptive text to measure the students' writing achievement. The researcher measures the result of students' writing with the scoring criteria proposed by Jacobs, et al (1981). The scoring rubric consists of five aspects of writing; those are content, organization, language use or grammar, vocabulary and mechanic. The scoring rubric as follows:

*Table 3.2 Scoring Rubric*

Aspect	Criteria	Score
Content	Excellent to very good if the main idea, the unity, the coherence and continuity of paragraph are all correct.	30-27
	Good if the paragraph contained few errors of the main idea, unity, coherence and continuity.	26-23
	Average if the paragraph contained some errors of the main idea, unity, coherence and continuity.	22-20
	Poor if the paragraph is dominated by errors of the main idea, unity, coherence and continuity.	19-17
		16-13

	Very Poor if the main idea, unity, coherence and continuity of the paragraphs are all incorrect	
Vocabulary	<p>Very Good if the paragraph contains varied and effective words.</p> <p>Good if the paragraph contains few errors of the vocabulary but the meaning is not obscured.</p> <p>Average if the paragraph contains frequent errors of the vocabulary and the meaning is obscured.</p> <p>Poor if the paragraph is dominated by errors of vocabulary.</p> <p>Very Poor if the vocabulary of the paragraphs are all incorrect.</p>	<p>20-18</p> <p>17-15</p> <p>14-12</p> <p>11-9</p> <p>8-5</p>
Organization	<p>Excellent if the words and sentences are well organized, the ideas are clearly stated with logical sequencing.</p> <p>Good if there are few errors of words and sentences in the paragraph.</p>	<p>20-18</p> <p>17-15</p>



	<p>Average if there are some errors of words and sentences in the paragraph.</p> <p>Poor if the paragraph is dominated by errors of words and sentences in the paragraph.</p> <p>Very Poor if the words in sentences are all incorrect.</p>	<p>14-12</p> <p>11-9</p> <p>8-5</p>
Grammar	<p>Very Good if the grammar of the paragraph are all correct.</p> <p>Good if there are few errors of grammar in the paragraph.</p> <p>Average if there are some errors of grammar in the paragraph.</p> <p>Poor if the paragraph is dominated by error of grammar.</p> <p>Very Poor if the grammar of the paragraph are</p>	<p>25-23</p> <p>22-20</p> <p>19-16</p> <p>15-9</p> <p>8-5</p>

Mechanics	Very Good if the spelling, punctuation, and capitalization of the sentences are all correct.	5
	Good if there are few errors of spelling, punctuation, and capitalization but not observed.	4
	Average if there are some errors of spelling, punctuation, and capitalization.	3
	Poor if if there are many errors of spelling, punctuation, and capitalization.	2
	Very Poor if the spelling, punctuation, and capitalization of the sentences are all incorrect.	1

### 3.2.2.3 Try Out

Before administering the actual pre-test and post-test, a try-out was conducted to evaluate the reliability of the writing test instrument. The try-out was administered to a small group of 8 students from class X D at SMA Muhammadiyah 2 Bandar Lampung, who were not included in the experimental class sample.

Two raters assessed the students' writing using the established criteria. The scoring results were analyzed for consistency through inter-rater reliability. The

correlation result showed a high reliability coefficient of 0.8725, indicating that the instrument was scored consistently between raters. This outcome confirmed that the writing test was reliable and appropriate for use in evaluating students' descriptive writing performance during the research.

### 3.2.2.3 Reliability

Hatch and Farhady (1992) state that reliability of the test can be defined as the extent to which a test produces consistent result when administered under similar conditions. When a test is considered reliable, it means that the test produces consistent data. In this research, to measure data reliability and reduce subjectivity, researchers utilized inter-rater reliability. Inter-rater reliability is used when test scores are assessed independently by two or more raters or judges. In the context of this research, the first assessor is a researcher, while the second assessor is an English teacher at a senior high school. Before assessing students' writing in descriptive texts, it is important to ensure that both assessors use the same assessment criteria. Thus, the first and second rater use the assessment criteria compiled from Jacobs et al. (1981). To find out the correlation between the two raters, the researcher employs Rank Spearman Correlation. Meanwhile, statistical formula is used in order to achieve the reliability. The formula is as the following:

$$\rho = 1 - \frac{6 (\sum d^2)}{N (N^2 - 1)}$$

$\rho$  : Coefficient of rank order

$d$  : The difference of rank correlation

$N$  : Number of students

1-6 : Constant number

For the interpretation of the reliability level, the  $\rho$  value can be classified as follows:

1. 0.80000 – 1.0000 : very high reliability
2. 0.60000 – 0.7900 : high reliability
3. 0.40000 – 0.5900 : medium reliability
4. 0.20000 – 0.3900 : low reliability
5. 0.00000 – 0.1900 : very low reliability

According to the above reliability standard, it can be concluded that the writing tests will be considered as reliable if they achieve at least 0.60. (high reliability).

a). Result of The Pre Test Reliability

The pre-test assessed students' writing skills before receiving peer feedback. The reliability coefficient was 0.9135, indicating very high reliability. This means the test results were consistent, as both raters evaluated the students' work similarly.

$$\rho = 1 - \frac{6(\sum d^2)}{N(N^2-1)}$$

$$\rho = 1 - \frac{2334}{-30 \times (302-1)}$$

$$\rho = 1 - \frac{2334}{26970}$$

$$\rho = 1 - 0.0865$$

$$\rho = 0.9135$$

b). Result of The Post Test Reliability

The post-test assessed students' writing after receiving feedback. The reliability coefficient was 0.8634, categorized as high reliability, suggesting that the post-test results were also consistent across raters, though slightly lower than the pre-test.

$$\rho = 1 - \frac{6(\sum d^2)}{N(N^2-1)}$$

$$\rho = 1 - \frac{3684}{-30 \times (302-1)}$$

$$\rho = 1 - \frac{3684}{26970}$$

$$\rho = 1 - 0.1366$$

$$\rho = 0.8634$$

### 3.2.3 Data Collection Technique

In collecting data, the researcher provided tests (pre-test and post-test), and the researcher applied a writing test as an instrument for this research. This data is explained as follows:

#### 1. Pre-test

The pre-test is given before the treatment process begins. The aim is to determine students' achievements in writing descriptive text before using peer feedback through Instagram. In carrying out the pre-test, the teacher asks students to create a descriptive text paragraph.

#### 2. Post-test

The post-test is given after students receive treatment. The purpose of this test is to assess student achievement after receiving treatment, by comparing the post-test results with the pre-test scores to find out whether there is a significant improvement or not.

Overall, the use of pre-tests and post-tests allows researchers to measure the impact of using Instagram as a learning tool on students' writing abilities. The post-test results were compared with the pre-test to identify significant changes in student achievement. Thus, In this study, the instruments were designed and tested for validity and reliability to effectively assess improvements in students' writing after the treatment.

### 3.2.4 Data Collection Procedures

The procedures of this research are as follows:

#### 1. Determining the population and samples

The population of this research is the first-grade of SMA Muhammadiyah 2 Bandar Lampung (X). The researcher chooses one of the class.

#### 2. Determining materials

In this step, the teaching materials were developed according to the first-grade senior high school curriculum, with a focus on enhancing students' writing performance in descriptive texts.

#### 3. Designing the instruments of the research

The instrument of this research is writing test. The students are given the instrument in several topics that already consulted.

#### 4. Administering the Try-Out Test

The try-out was conducted with eight students from a different class to evaluate the clarity and consistency of the writing test and scoring rubric. Students wrote a descriptive text based on a given topic, and the results were analyzed to ensure the instrument's reliability before use in the main study.

#### 5. Administering pre-test

The researcher instructs the students to compose a descriptive text on a provided topic. The pre-test is administered to assess the students' initial writing performance prior to the treatment.

#### 6. Conducting Treatment

After administering the pre-test, the researcher provides the treatment through three classroom sessions. The treatments were provided by the researcher by having the material for students in writing a descriptive text.. During the treatment, students engage in writing activities including drafting, editing, and finalizing their texts. The researcher offers necessary information and guidance

throughout the process, enabling students to produce well-written texts by completing all the writing stages.

#### 7. Administering post-test

Following the treatment, the researcher administers a post-test to the students to evaluate their progress in writing performance. The post-test is conducted the day after the treatments and requires students to produce a descriptive text based on a provided topic

#### 8. Scoring

The researcher involves two raters (first rater and second rater) to score the writing test. The researcher fills in the scoring for the first rater (R1), and the English teacher fills in the scoring for the second rater (R2).

#### 9. Analyzing the result

The researcher assessed the students' writing based on the writing aspects in both the pre-test and post-test. Then, the results of both tests were analyzed to compare the mean scores. The choice of statistical test was determined based on the data distribution, if the data met the normality assumption, a parametric test would be used, otherwise a non-parametric alternative would be applied.

### **3.2.5 The Resport of Treament**

This research was conducted in first-grade of SMA Muhammadiyah 2 Bandar Lampung (X) from October 17 to November 14, 2024. The study followed a structured schedule consisting of a pre-test, three treatment sessions, and a post-test. The purpose of this study was to examine the effect of peer feedback through Instagram on students' descriptive text writing performance.

#### 1. First Meeting (Pre-Test) – October 17, 2024

The research began with a pre-test to assess students' initial writing abilities before the treatment was implemented. The pre-test required students to write a descriptive text about a favorite person, following the format of identification and

description. The test was conducted in a controlled classroom environment, with students completing their writing within the allocated time. The results of this pre-test were used as a baseline to measure improvements after the treatment phase.

## 2. Second Meeting (Treatment 1) – October 24, 2024

The first treatment session introduced students to the basic concepts of descriptive text. The researcher, acting as the instructor, explained the definition, structure, and language features of descriptive texts, focusing on the use of adjectives and the simple present tense.

After the explanation, students were given a worksheet that guided them through drafting a descriptive text. The worksheet included prompts to help students organize their ideas, focusing on writing a clear and structured identification and description. By the end of the session, students were required to submit their first draft, which would be further developed in the next session.

## 3. Third Meeting (Treatment 2) – October 31, 2024

In the second treatment session, students continued developing their descriptive texts based on the drafts they had written in the previous meeting. The researcher provided guidance on how to refine and expand their descriptions to create a more comprehensive text.

Following this, the concept of peer feedback was introduced. The researcher explained the importance of constructive feedback and how it can help improve writing quality. A feedback guideline sheet was distributed to the students, outlining key aspects they needed to evaluate in their peers' writing, such as content, organization, vocabulary, grammar, and mechanics.

Students were then divided into small groups, each consisting of three members. They were instructed to upload their descriptive text drafts to Instagram, allowing their group members to review and provide feedback based on the guideline sheet. This process aimed to encourage collaboration and engagement in the writing process.



#### 4. Fourth Meeting (Treatment 3) – November 7, 2024

The third treatment session focused on revising the descriptive texts based on the peer feedback received. At the beginning of the session, students submitted their feedback guideline sheets, which they had completed at home after reviewing their peers' Instagram posts. The researcher examined these sheets to ensure that students had actively participated in the peer feedback process.

Students then revised their descriptive texts according to the comments and suggestions they received. The researcher monitored their progress, offering additional guidance where necessary. This session emphasized the importance of incorporating feedback to improve writing quality.

#### 5. Fifth Meeting (Post-Test) – November 14, 2024

The final session of the study involved the administration of the post-test, which was conducted in the same manner as the pre-test. Students were once again required to write a descriptive text about a favorite person. The purpose of this test was to measure the improvement in students' writing performance after receiving peer feedback through Instagram.

The results from the post-test were compared with those of the pre-test to assess the effectiveness of the peer feedback strategy. Statistical analysis was conducted to determine whether the differences in scores were significant.

The implementation of this study followed a structured approach, with each stage carefully designed to support students in developing their descriptive writing performance. The integration of peer feedback through Instagram provided students with opportunities to collaborate, critique, and revise their writing in an engaging and interactive manner. The findings of this research contribute to the growing evidence supporting the use of digital platforms in language learning, particularly in enhancing writing performance through peer interaction.

### 3.3 Data Analysis

The steps to analyze the data that have been collected are below (Hatch and Farhady, 1982):

1. Scoring of all pre-test and post-test.
2. Tabulating the result of pre-test and post-test.
3. Computing the data to SPSS.
4. Calculating the mean from the results of the test using this formula :

$$M d = \frac{\Sigma d}{N}$$

Md : mean (average score)

$\Sigma d$  : total students' score

N: number of students

5. To find out whether there was progress in students' writing performance before and after treatment, the researcher used the formula below:

$$\langle g \rangle = \frac{\langle \text{post-test} \rangle - \langle \text{pre-test} \rangle}{\text{Maxium Score} - \langle \text{pre-test} \rangle}$$

$\langle \text{pre-test} \rangle$  is the average pre-test score,

$\langle \text{post-test} \rangle$  is the average post-test score,

Maximum Score is the highest possible score.

6. Formulating a conclusion by comparing the average scores of the pre-test and post-test.

### 3.3.1 Data Treatment

The purpose of conducting normality tests is to determine whether the data are normally distributed or not, which influences the choice of statistical analysis. The data were analyzed using SPSS version 27. To assess normality, the researcher applied both the Kolmogorov-Smirnov and Shapiro-Wilk tests.

The hypotheses for the normality tests are:

H0: The distribution of the data is normal

H1: The distribution of the data is not normal.

The significance level used was 0.05. If the significance value (p-value) is greater than 0.05, the data distribution is considered normal; otherwise, it is considered non-normal. The normality test outputs can be found in Appendix 12.

### 3.3.2 Hypothesis Testing

Hypothesis testing is used to prove whether the hypothesis in this study is accepted or not. Briefly, the formulation of the hypothesis can be described as follows :

H1 : There is a significant improvement of students' writing achievement after using peer feedback through Instagram.

H2 : Content is the aspect that improve the most among the other aspects of writing.

The formula for testing the hypothesis for the first question of this research is:

$$\mathbf{H0 = Sig. > 0.05} \qquad \mathbf{H1 = Sig. < 0.05}$$

H0: There is no significant difference of students' writing performance before and after treatment.

H1: There is significant difference of students' writing performance before and after treatment.

Furthermore, to answer the second research question, the researcher analyzed and compared the results of each writing aspect to determine which one showed the greatest improvement.

In summary, this chapter presents the research methods, including the research design, variables, data sources, instruments, data collection, data analysis, data treatment, and hypothesis testing.

## **V. CONCLUSION AND SUGGESTION**

### **5.1 Conclusion**

This study aimed to investigate the effectiveness of using peer feedback through Instagram to improve students' performance in writing descriptive texts. The results showed a significant improvement in students' writing performance after the treatment, with the average pre-test score of 63.88 increasing to 78.65 in the post-test. This indicates that the integration of Instagram as a learning medium, combined with peer feedback, positively impacted students' writing abilities. The findings align with previous studies, which also highlighted the effectiveness of Instagram and peer feedback in enhancing students' writing performance, particularly in descriptive and recount texts.

The study revealed that Instagram's visual and interactive features, along with the collaborative nature of peer feedback, created an engaging and motivating learning environment. Students were able to express their ideas more effectively, receive constructive feedback from their peers, and revise their work accordingly. Among the five aspects of writing (content, organization, vocabulary, grammar, and mechanics), organization and vocabulary showed the most significant improvement, suggesting that Instagram's multimedia capabilities helped students develop richer and more detailed descriptions.

In conclusion, the use of peer feedback through Instagram is an effective strategy for improving students' descriptive writing performance. It not only enhances writing proficiency but also seems to foster a collaborative and interactive learning environment that encourages students to take an active role in their learning process.

## **5.2 Suggestion**

Based on the findings of this study, it is recommended that English teachers and further researchers consider the following:

### **5.2.1 Suggestion For English Teachers**

The English teachers suggested to integrating social media platforms, particularly Instagram, into the writing learning process. This integration can create a more interactive and contextual learning environment, as students are already familiar with these platforms and engage with them regularly. By utilizing Instagram, teachers can provide students with a platform that encourages creativity and active participation, making the writing process more engaging and accessible. The visual nature of Instagram also allows students to connect their writing with images, helping them better express and visualize their ideas.

In addition, teachers should actively facilitate and monitor peer feedback activities to ensure that the feedback provided is both objective and constructive. Peer feedback, when guided effectively, can be a powerful tool for improving students' writing performance. Teachers should take on the role of a facilitator, ensuring that the feedback process remains focused on the specific aspects of writing that need improvement, such as content, organization, vocabulary, grammar, and mechanics. By guiding students through the process of giving and receiving feedback, teachers can help them become more critical and reflective about their own writing.

Another useful suggestion is for teachers to offer a greater feedback guideline, such as a checklist or a feedback guideline sheet. This can support students in providing focused and constructive feedback on specific areas of writing. A structured approach helps students understand what to look for when reviewing their peers' work, ensuring that the feedback is comprehensive and helpful. By clearly outlining the key aspects of writing, such as clarity, coherence, vocabulary use, and grammar, the checklist can act as a practical tool for both giving and receiving feedback effectively.

### **5.2.2 Suggestion For Further Researchers**

It would be beneficial for future research to involve larger and more diverse samples to enhance the generalizability of the findings. A broader sample would allow researchers to determine whether the results from this study hold true across different student populations and educational contexts. This could help provide more robust conclusions and increase the applicability of the findings to a wider range of students.

Furthermore, researchers are encouraged to allow students to upload their own descriptive texts directly to their personal or group-based Instagram accounts. In this study, students did not upload their writing individually, which may have limited their sense of ownership, responsibility, and engagement in the revision and publishing process. Allowing students to be fully involved in the uploading process may enhance their motivation and provide more authentic learning experiences. This active involvement can also foster a greater sense of responsibility for their work, making the learning process more meaningful.

Future research is suggested to explore the long-term effects of peer feedback via Instagram on students' writing performance. While this study demonstrated significant improvements in students' writing, examining whether these improvements are sustained over time would provide deeper insights into the effectiveness and lasting impact of peer feedback on writing development.

Additionally, future researchers may consider investigating the use of other social media platforms such as Facebook, X (formerly Twitter), TikTok, or Medium as potential alternatives or complements to Instagram. Exploring these platforms could uncover new ways of enhancing the writing learning process, as each platform has unique features that might offer different benefits for peer feedback and engagement.

It is also recommended that researchers incorporate qualitative methods, such as interviews or surveys, to examine students' perceptions and experiences in using digital media for writing. This could provide a more comprehensive understanding of the learning process and offer valuable insights into how students

feel about peer feedback, Instagram as a learning tool, and its impact on their writing performance.

Moreover, examining the combination of peer feedback with teacher feedback to find the optimal balance for maximizing writing improvement is another promising direction. This approach could help identify the most effective ways of integrating both types of feedback, ensuring that students receive the support they need to enhance their writing performance in the most efficient and impactful way.

Lastly, future researchers may want to explore the use of Instagram to support the development of other English language skills, such as speaking, reading, or even listening. Investigating how Instagram's interactive and multimedia features can facilitate the learning of these skills could offer broader insights into its potential as an integrated digital learning platform. This could expand the scope of Instagram as a tool for language learning beyond writing, providing a more holistic view of its benefits in English education.

Thus, it is hoped that the findings and suggestions from this study can be used as a reference for English teachers in developing more innovative learning methods, as well as a reference for further research to optimize the use of digital technology in language education.



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