

## THE CHALLENGES OF ONLINE PEER REVIEW OF STUDENTS' NARRATIVE WRITING IN INSTAGRAM

Oleh:

Frederick Lukas Tahapary<sup>1)</sup>, Oikurema Purwati<sup>2)</sup>, Ahmad Munir<sup>3)</sup>

<sup>1,2,3</sup>Universitas Negeri Surabaya

<sup>1</sup>frederick.17070835061@mhs.unesa.ac.id

<sup>2</sup>pungki\_unesa@yahoo.co.id

<sup>3</sup>ahmadmunir@unesa.ac.id

### Abstrak

Penelitian ini bertujuan untuk menjelaskan kesulitan siswa dari implementasi peer review secara online di dalam pengajaran menulis Bahasa Inggris pada level siswa menengah kejuruan. Studi ini merupakan penelitian kualitatif yang bertujuan untuk mendeskripsikan kesulitan yang dialami siswa melalui proses dari online peer review di Instagram. Data yang diambil untuk penelitian ini berupa jawaban siswa yang diambil melalui interview yang semi struktur. Subjek dari studi ini merupakan seorang guru dan 32 murid, yang terdiri dari 7 murid laki-laki dan 25 murid perempuan. Studi ini dilakukan dari bulan September hingga Oktober tahun 2019. Dari hasil temuan, semua siswa memasang teks naratif mereka pada akun Instagram mereka. Kesulitan siswa ketika melakukan peer review adalah memahami kesalahan dari teks naratif teman mereka dan kebahasaan yang digunakan di teks-teks tersebut. Kesimpulan dari penelitian ini adalah, proses dari online peer review dapat digunakan sebagai alternatif yang positif untuk mengganti metode pengajaran yang dirasa monoton. Online peer review juga dapat digunakan untuk menciptakan aktifitas produktif untuk siswa, namun, pemahaman siswa terhadap teks atau topik yang digunakan dan juga praktik dari online peer review harus menjadi hal yang penting untuk dipahami sebelum menerapkan online peer review di media sosial.

**Kata kunci:** Teks naratif, *peer review*, portofolio, pembelajaran Bahasa dengan media sosial, Instagram.

### 1. INTRODUCTION

Since the beginning of our civilisation, writing has had so many important aspects and wide range of uses. Thus, education uses writing heavily as its means of interchange. This notion of writing loci marks it as one of the essential language skills to be grasped in language learning, reinforced by how the curriculum put writing in contrast with other language skills. The value of writing can be grasped by looking into its daily function. For writing could be used as a platform to convey ideas, emotions, views, and feelings even though the receiver or the readers are for epochs apart from the author. It is clear that writing can be interpreted as one of the communication modes that provide the writer with the ability to communicate his ideas clearly, concisely, and efficiently.

The writing practice also uses the same function in relations to the educational field, as described above (Byrne, 2004). Writing is not as easy as scribbling random texts too. Even for students of ESL undergraduate level, low level of linguistic skills, writing anxiety, and first language usage, and unstructured text organization still exist as the main issues in the writing product of the students (Fareed, Ashraf & Bilal 2016). Hartfiel (1985) argues that writing is classified as the roughest English language skills to be mastered in relative to the other English skills due to components that need to be learned in writing such as material, rhetoric, vocabulary, grammar

structure, writing mechanics, and generic text structure.

Teaching writing is always challenging, even for professional teachers (Leverens, 2014). Teaching writing is so complex, the process of composing a text is a combination of grammatical and rhetorical elements, and also embedding the contents and ideas into written form. Teaching writing for Indonesian high school students encompasses several genres; those genres are recount, narratives, procedure, descriptive, news item, report, analytical exposition, spoof, hortatory exposition, explanation, discussion, and review text are genres that should be taught and mastered by the students for teaching English in senior high level (Kemdikbud, 2014, p. 66). The Indonesian students are obliged to understand and use those genres by the time they finish their senior high school. In the meantime, this research will focus on the writing narrative.

The instructor will plan the writing tasks from the rudimentary level to the complex level of writing, from the point of view of learning writing. The aim for writing is to concentrate on the ability of the students to perform multiple writing tasks, followed by compiling those tasks into one writing product. Nevertheless, there are several phases called the writing cycle from the drafting up to the creation of final paper to be exchanged to capture the ideas held in the writing and put it in a document and present it to the readers conveying it.

Conversely, today's creativity in English language teaching has changed the focus from the product's previous highlight into how the writing is constructed (Tabatabaei & Assefi, 2012). In addition to improving the appraisal process, which helps the students to become more innovative in creating a product that demonstrates the potential of the students. This concept is what was also embedded in the newest Indonesian curriculum to focus and train the communicative students. Therefore, alternative assessment that has produced the advancement of language teaching such as portfolio technique.

In line with that, nowadays, students are more likely to write on an online platform rather than writing by using pen or pencil on papers or their note. As technology has taken a major control of daily life, it is beyond the imagination of how could someone live without electronics. This could be seen if technology is identified as a means for entertainment and information media which are essential for every kind of aspects in human postmodern civilization. In the meantime, education became one of the important aspect that also adapt to become dependent in technology (Jenkins, Clinton, Purushtoma, Robison, & Weigel, 2009).

The features introduced in technology that allows the user to be involved with each other's users, to communicate with other users becomes the technology's most important asset. Such technical innovations may meet the needs of developing new pedagogical practices. As Furstenberg (1997) warns us that in order to dig the students' creativity and the importance that the students need, the teacher need to create such powerful tool in order to meet the requirement of the students nowadays. Apparently, not only the teachers' creativity is highly important, but teachers need to bring about the expedient features of technology as a tool in teaching and learning language.

Schools and teachers need to facilitate this kind of issue to minimize uninteresting atmosphere of teaching and learning process and bring more enjoyable and interactive classroom during writing process. For this, Harmer (2007) suggests more interesting yet effective writing tasks such as punctuating a text, story reconstruction, writing a review, letter review, running dictation, story circle, and writing through a blog. Thus, features in social media could be used to be the means of the application of technology inside the activity of language teaching and learning process, especially in writing.

It is even further before this millennium era that implementing technology is actually important in the classroom as Furstenberg, (1997, p. 22) offers the suggestion on how technology could work wonderfully to maintain the authentic and historical information without limiting the process

of learning through autonomous learning. This seen as the opportunity for the students in avoiding to become the passive learners in language learning. Furthermore, Furstenberg (1997) also states that technology is actually not the very best tool for language teaching and learning for every situation, thus teachers and also students should maintain the technology for the objective of the learning.

The statement above are supported by the finding of Ulfaika (2015) where she investigated the successful and unsuccessful students in learning writing. The finding shows that the unsuccessful writers applied heavily on memorizing, imagining, and translating in their writing. These kind of learning strategies are customarily used in English language classroom in Indonesia, as the writer found from a survey in one of the school in the second biggest city in Indonesia, the teacher still use questions for writing assessment, and spoken test for the text genres that they have discussed. However, the need of social network service that could facilitate the students to get more exposure of English could be the answer of this problem.

One of the implementation of technology in the classroom is the use of social media in teaching and learning process. Numbers of research concluded that introducing technology into language learning would improve the students achievement (Wekke & Hamid, 2013; Kessler, 2014), teacher's perspective on technology and language learning that could help the teachers' creativity in teaching, and even proven to be useful to be used as the assessment tool for English classroom (Hassanien, Al-Hayani, Abu-Kamer, & Almazrooa, 2013) (Lim, Ong, Wilder-Smith, & Seet, 2006). However, there are some issues related to the researches and the usage of the social media to aim the teaching and learning process.

Furthermore, one of the way to bring technology into writing classroom is the implementation of peer-reviewing in social media platform. There are several previous studies related to the implementation of online peer reviewing, one of them is by Demir (2018). In this study, the researcher used Facebook as the platform for peer reviewing. He investigated the challenges, and teacher's perceptions in using social media as platform in conducting peer reviewing. The findings indicated that by using social media, the students were more active and in the study, the students also thought that it would be very exciting and productive to use Facebook as a tool to do peer assessment in their learning.

Another study by Ryandini (2019), using Instagram as platform in conducting peer feedback for writing activity. Her study focused on the effect of the peer feedback seen through the students' product. The findings indicated that by using Instagram, the students' product significantly improved in the linguistic features. The teacher also

found out that the students were excited in using Instagram as media to write their ideas.

Instagram was launched in October 2015 and has an enormous number of user, around 300 million active user (Kelly, 2015). Included in popular SNS, Instagram also has the advantage of flexibility among the users to share and inform materials of contents (Handayani, 2018). In addition to, through Instagram, students could be exposed more from their peers and also all of the Instagram users on how to tell a story anytime, and anywhere. It could be a solution for the problems regarding to the unsuccessful students in learning writing, in which they could be more active and could boost their confidence where usually seems to be vanished in the classroom.

However, there are problems in the most researches in peer review. The most common problem is how the peer or the reviewer acted as the assessor, rather than solely reviewer. And the result of the review of the student's peer compared to the teacher or the researcher's review. There is no further analysis and explanation related to the before and after reviewing. It is going further away from the soul of peer review as explained by Narciss (2008) "all post-response information that is provided to a learner to inform the learner on his or her actual state of learning or performance". Another problem is there are limited explanation of the actual process of how the writing is planned, drafted, reviewed, and peer reviewed into a final writing of the students. Therefore, there is a need to investigate the process of online peer review through Instagram from each of the steps in writing process.

## 2. REVIEW OF LITERATURE

Practically, peer review is a significant complement and even be a pre-requisite to be able to do self-assessment in the classroom, which offers learners with several unique possibilities to map the students' progress and assess their path in learning results (Black, et al, 2003: 50). This practical significance of what peer review could offer is stated by Falchikov (2001) where he explained that peer review is an evaluation in which learners provide feedback on the product of their peer's work by following certain criteria that have been designated in the learning objective.

Peer review plays an important role in helping students become more autonomous, responsible and involved in the activities in the classroom. Since the evaluation is based on the teacher's guideline or set of marking criteria, it motivates students to examine the work of others holistically rather than merely seeing their mark, which means they have to be familiar with the evaluation criteria used to do so. Feedback, however, seems to be very essential in involving the students as peer review could also work as the mode for them to interact

with others, and also writing and reporting on the advancement of the study (Wing Mui, 2004).

The other significant benefit that peer review could offer is that it however is useful to alleviate the teacher's tracking of what the learners have done, making them less dependent on the presence of the teacher (for certain individuals). This means that the assessment done in peer review is done by the learners, however teacher still work as the main guideline that serve the criteria for the students to obey in reviewing their peers' work. Hence, through giving and receiving feedback in teaching and learning process, the students also feel that the process of composing writing is a less painful process and indeed help them to become a better writer. Usually, feedback provided shortly once the students have completed the first draft, then students should immediately respond in editing and rewriting their writing to enhance the quality of the writing based on the teacher's feedback and their peers.

The guideline for commenting

Give feedback to your friends' work in the comment feature of their story's caption based on these criteria below:

Criteria	Kriteria
Mark the center gravity of your friends' narrative, find whatever parts of the story that is important or interesting to you.	Temukan topik utama dari tulisan naratif milik teman kamu, dan juga temukan bagian yang menurut kamu menarik dan penting dari teks.
Find parts of the story that need to be improved, please suggest on how your friends could improve it. (if any)	Temukan bagian dari cerita naratif temanmu yang dapat diperbaiki atau dikembangkan lagi, sertakan saran kamu.
Some aspects on which to you might want to concentrate particularly: organization, clarity, introduction and conclusion, grammar and mechanics, word choice, transitions, and so on...	Beberapa aspek berikut patut menjadi fokus komenmu, adalah: urutan, kejelasan, pembukaan, pemilihan kata, tata bahasa dan cara penulisan (titik koma), dan lain-lain...
Overall, is your friends' story interesting or not? Please give reason why.	Secara keseluruhan, apakah cerita dari temanmu ini menarik atau tidak? Berikan alasannya mengapa.
EXAMPLE OF COMMENT	

From the table, it could be found that there are two language to explain each of the criteria that the students need to consider while commenting their

peers. The use of the Indonesian language was to avoid the confusion by the objective of the commenting guideline. Furthermore, the first criteria was to understand about what their peers have wrote on the narrative. The second criteria was to find mistake that the poster made in his narrative text that has its complications and resolution changed. The third criteria was to guide the students in commenting the organization of the text, the choice of words, the mechanics, and transitions. The fourth criteria was intended to guide the students to comment about how interesting or not interesting the story was.

All and all, feedback has its importance in teaching and learning writing where it could be used as the indicator of the steps to be taken in the teaching. Furthermore, as Black, et al. (2003: 42) specified that feedback as incentives, reviews, and chances for students and their peers' written work. Thus, this idea of feedback supports the notion that written assignments should be encouraging for learners to understand and develop the materials they have learned. Moreover, receiving comments from peers are crucial to detect what learners have achieved closer towards the goal and what weaknesses that need to be improved as well as instruction on how to make the improvement as the tasks have been completed. Therefore, after receiving the feedback from the students' peer, they should follow up on the feedback and revise and continue the action for achieving better and closer towards goals through their own process (Black, et al., 2005: 42).

### 3. RESEARCH METHODS

This study is qualitative research. This design was selected is to acquire deep exploration dealing with the issue (Creswell, 2012). The source of the data was in form of script taken from interview with several students and the school's English teacher. Using interview, the writer could find opinion, references, and responses from participants (Ary, Jacobs, Sorensen, & Walker, 2010). Thus, interview chooses to find the participants' response toward the challenges of the implementation of online peer review to answer the question, "What are the challenges in implementing peer review to write a narrative text on Instagram?".

The subjects of this study ). The subject in this study were students and teacher of English classroom. The participants that were selected for this qualitative study were X Hotelier (Perhotelan) classroom from a vocational school namely SMKN 1 Buduran, located in Sidoarjo. There were 32 students in the classroom and they were consisted of 5 male students and 27 female students. They all had their own Instagram accounts.

## 12. RESULTS AND DISCUSSIONS

The challenges was obtained from semi-structured interview with the students and also teacher regarding to the last research problem of this study. From this interview, the writer found some classifications in the students' responses. The different responses were viewed to what factor that the students felt while posted their narratives on their Instagram account and gave reviews to their peers.

The first kind of difficulty was the difficulty in giving comment, from the responses, the writer found some difficulties related to how they comment to their peers in their friends' narrative. This kind of response is quite vital in understanding the barriers that the student acquired during the implementation of online peer review through Instagram. Below are the summary of the students' interview about how they comment to their peers. The summary of the students' difficulty in giving comment are presented in the table below.

Understanding peer's story (S5)
Finding mistake n peer's narrative text (S4, S7, S8, S22, S24)
Have no idea what to say (S26, S27, S31)
Using English to comment (S10, S12, S14, S19, S32)
Understanding the grammar in the story (S15, S19, S21)

While conducting the interview with the students, the writer used Indonesian language to speak to the students. This would prevent the miscommunication among the students and the writer. Furthermore, pieces of the conversation with the students are presented below. WR is the writer and the other names are the students' name.

WR: What is the difficulty in giving comments to your friends on Instagram? Is it easy for you?

SAB: It was quite easy, because the way to comment it was not limited to the mistakes that my friend made, but also what were the good aspects of my friend's writing.

From the response of a student named SAB, it was stated that she had no problem in giving comment because of how flexible it was to comment her peers. The teacher did not exactly decide the focus of the comment only the mistakes that the narrative poster did, but also the students could also give comment about the part that was interesting for them.

WR: What is the difficulty in giving comments to your friends on Instagram? Was it easy for you?

PUTR: The difficulties that I felt commenting to my friend was when I need to arrange my comments and need to consider the grammar of my comments.

The other example of the difficulty in giving comment was from the student named PUTR. She

explained that it was hard for her to give comment while also thinking to rearrange her sentences to be a good and standardized English. She felt hesitation in giving comment because she was afraid to make mistake in her comment.

WR: What is the difficulty in giving comments to your friends on Instagram?  
Was it easy for you?

MIT & CIN: We felt difficulties in arranging my sentences and to think about the formula (grammar).

WR: What if the comment was in Indonesian, would you think it will be easier for you to give comment?

MIT & CIN: It will be a lot easier for us because we don't need to rethink about our sentences.

More comment from MIT and CIN about the difficulty in giving comment on their peers' narrative. No difference with the previous response, the students also think about the grammar of their own sentence while giving comments to their peers work.

Furthermore, the writer asked deeper question to understand more about the difficulty and found out that the students didn't feel hesitate in giving comment in their peers works. This could be seen as the students will likely post a comment immediately if they found some of their peers' work have problems.

WR: What was the difficulty in giving comments to your friends on Instagram?  
Was it easy for you?

WIN: For me, Sir, when we have to give comment to our friends, no one gave comment.

WR: So, because there was no one giving comment, you were confused in how to give comments?

WIN: Yeah..

WR: So, if your friend had gave comment, was it still difficult for you to give comment?

WIN: No, it will be easy since I just need to comment it.

Another one illustration that indicates the difficulty in giving comment was from WIN. She stated that it was difficult for her because no one gave comment to their friends. This also indicates that not all of the students were quite active in giving and receiving comments in their Instagram account.

In the second kind of difficulty, from the responses, the writer found some difficulties related to how they compose and post their work on their Instagram account. This includes the selection of the narrative, the process of editing the complication and resolution part of the narrative, and also posting the edited narrative to their Instagram account. Below are the summary table of

the difficulty related to how they post on the Instagram.

Translating from Indonesia into English (S2, S5, S10, S11, S14, S15, S19)
Changing the complication and resolution (S7, S8, S15, S21, S24, S31, S32)
Deciding the tenses (S4, S22, S27, S32)

In the second kind of difficulty, from the responses, the writer found some difficulties related to how they compose and post their work on their Instagram account. This includes the selection of the narrative, the process of editing the complication and resolution part of the narrative, and also posting the edited narrative to their Instagram account. The pieces of the conversation with the students are presented below. WR is the writer and the other names are the students' name.

WR: Did you find any difficulties in writing the narrative and posting it?

SAB: Yeah, I felt it a bit difficult, it wasn't that difficult, but uhh.. I found it hard to decide the structure of the story, and to choose..

WR: What? Words or grammar maybe?

SAB: Yeah, the grammar. And.. to change from Indonesian to English

This response from the student SAB indicates that the student had difficulty in arranging the story. The difficulty found from this response is that the student had difficulty in the structure of the narrative text and, and the grammar used in the narrative text. However, the student managed to write the narrative by firstly wrote it in Indonesian and then translated it directly to English.

WR: Did you find any difficulties in writing the narrative and posting it?

PUTR: Just when in writing the story I don't know the verbs and the words that I should choose. And to say it in English because mostly I understand the Indonesian but I don't really understand how to say it in English.

WR: So you wrote it in Indonesian first then translate it in English?

PUTR: Yes, I did. I wrote it in Indonesian and translate it into English with my friends.

Another response from the student PUTR also indicates that the student had difficulty in arranging the story. The difficulty found from this response is that the student had difficulty in the sentence structure of her story and also in choosing the suitable words for her narrative. However, similar with the previous response, the student managed to write the narrative by firstly wrote it in Indonesian and then translated it directly to English.

WR: Did you find any difficulties in writing the narrative and posting it?

MIT & CIN: It was not that difficult, it was a bit easy actually.

WR: What did you find it difficult?

MIT & CIN: It was difficult to translate from Indonesian to English because when translating, the word's meaning could be changed.

Another response from the students MIT and CIN also indicates that the students had difficulty in arranging the story. Similar with the previous responses from SAB and PUTR, they wrote their narrative by using Indonesian and then they translated it into English. MIT and CIN also stated that they were afraid that their words' meaning also changed when they compose their story through translation.

WR: Did you find any difficulties in writing the narrative and posting it?

WIN: The difficulty was that when writing Malin Kundang, when working on the ending, I found it difficult to do so.

WR: So it was difficult for you to change the story into your version because you can't find the example of your version online?

WIN: Yes..

Another response from WIN also indicates that the student had difficulty in altering the original narrative story to her version of narrative text. However, WIN found out that writing the altered story of Malin Kundang, a famous Indonesian legend story, was hard due to no example of story that was suitable for her version of the story.

WR: Did you find any difficulties in writing the narrative and posting it?

REG: The teacher asked me to change the story, right? So I needed to find the idea of what should I wrote in my story and to translate my idea.

WR: So, you translated your story from Indonesian? Okay. What about posting your narrative in your Instagram account, did you mind that you need to post it on your Instagram?

REG: Well, a little bit, but it is fine.

Another response from REG also indicates that the student had difficulty in altering the original narrative story to her version of narrative text. As the same with her friends in the previous responses, she also translated her work into English. Moreover, she also explain that she did not mind to post her narrative text into her Instagram account.

This would also give the idea the students privacy related with their accounts. Most of the students used active Instagram account in which that they used their Instagram account daily. However, this particular students mentioned that it was okay to post her story to her Instagram account and let her follower gave like to her post or event joint the peer review activity.

### 13. CONCLUSION

According to Atay & Kurt (2006, p. 100), there are some positive outcomes in the implementing peer review in the classroom. One of the positive outcome is that peer review lower the students' anxiety and in the same time boost the students' willingness in enjoying the teaching and learning process.

Thus, from the interview with the teacher, it was also found that the students' were anxious in producing and using English in the speaking. However, from the implementation of the online peer review on Instagram, the students were enthusiastically follow the process of posting and commenting in the Instagram. Moreover, from the narrative that the students have posted, every subjects uploaded their narrative text. The response through the students' interview also gave a positive feedbacks from the students.

Despite of the enthusiast from the students about the implementation of the online peer review, however, from the comment section, the students did not comment to the other students sufficiently. Most of the comments only related to the text structure of their peers' narrative text.

Through this, it could be seen that there was some insufficiency in the language use of the students. Furthermore, as in the response of the most of the students, also indicates that it was hard for them to find the grammatical mistake in their classmates' narrative text because they were confused while choosing the correct verb for specific text and context. Thus, there were a lot of the comments that failed to pinpoint the mistakes that their peers had in the narrative text.

### 4. SUGGESTION

After acquired the findings and analyses in the previous chapters, the writer attempts to give suggestions to teacher and future researchers as the improvement for the similar topic of this study. The writer's suggestions will be explained as follows.

For teacher, this study is hoped that it could give the teacher an alternative method of teaching and learning process that follows the development of technology and connectivity which could avoid the teaching and learning process become monotonous and boring. The teacher could bring other social media than Instagram such as Facebook, Google Classroom, or Twitter that could be used as a medium to do the peer review activity.

However, before applying the online peer review, the teacher need to consider that the students' understanding of the language used in the narrative text and aspects that consist in the good narrative text such as text structure. Another main consideration in applying the online peer review is how good the technology is. Even though the students were able to pinpoint their peer's mistake, the lack of technology would be a huge barriers in the implementation of the online peer review

activity. Moreover, the understanding of how a good comment should be and the understanding of the reviewing guideline also have the important role in online peer review.

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