



## **USING INSTAGRAM AS A TOOL FOR ONLINE PEER-REVIEW ACTIVITY IN WRITING DESCRIPTIVE TEXT FOR SENIOR HIGH SCHOOL STUDENTS**

**Jepri Bobby Sirait<sup>1</sup> and Leni Marlina<sup>2</sup>**

English Department

Faculty of Languages and Arts

State University of Padang

email: [jeprisirait8@gmail.com](mailto:jeprisirait8@gmail.com)

This paper is purposed to explain the procedure in using Instagram for online peer-review activity toopl in writing descriptive text for senior high school students (SMA). Instagram is chosen as the media because instagram is one of social media that is recently popular among people, expecially the teenagers. Thus, instagram is developed as the tool for online peer-review activity in writing descriptive text. There are some peer-review stages that will be applied in this paper namely self-, pair and group-revising. The instagram will be used in the group-revising stage. In using instagram as the tool, the students will give their writing to an admin, and the admin will post it on the class account. Thus, other students will give their comments then. There are some advantages in using instagram as a tool for online peer-review activity in writing descriptive text. The first advantage is using this technique will motivate students in writing. Second, using instagram will give convenient and easy to use. Then, using instagram needs less paper. After that, using instagram is more flexible in time. Using instagram allows for multimedia interaction. Last, the students will take responsibility for their works.

Keywords: *Online peer-review activity, Instagram, Descriptive text*

### **A. INTRODUCTION**

There have been some curriculum that had been used in in Indonesia. Then, nowadays, the curriculum which have been being used is the 2013 Curriculum (Kurikulum 2013). Then, based this curriculum, the senior high school students, in studying English, are expected to be able to write text in the learning process. According to *Алишбаева А. Б.* There are three problems that students usually face in writing as follows.

*First*, almost all of the students are non-aquaintance components of any kinds of writing. *Second*, the next problem that almost all of the students have to face is the grammar errors. *Third*, interest plays an important role when it comes to writing. Those problems above should be slved in order to make a better writing for the students. Furthermore, there are so many ways that can be used to solve those problems. Then, one of those ways is using peer-review activity in

<sup>1</sup> English ELTSP of English Department of FBS Universitas Negeri Padang graduated on....

<sup>2</sup> Lecturer of English Department of FBS Universitas Negeri Padang



writing. Furthermore, peer-review activity is grouped into two types. Those two types are face-to-face peer-review and online peer-review activity.

Furthermore, the author will use the online peer-review activity in this paper. In conducting online peer review activity, there are some media that can be used namely Facebook and Instagram. However, Facebook is widely used if it is compared to Instagram. In fact, using Instagram is actually also efficient for online Peer Review Activity. According to Kelly (2015:57), one of the positive effects of using Instagram on writing is students can receive corrective feedback and comment that very useful for students.

There are so many genres that can be applied with this method. In this paper, the author will be focus on writing descriptive by using instagram as a tool for online peer-review activity. The euthor chooses descriptive text because it is appropriate with the main feature of instagram. Furthermore, this method is purposed for senior high school students. The author decides this after doing a library research about the syllabus for the senior high school students especiallly grade X.

Furthermore, the author tries to introduce one of the innovative ways in teaching writing where that way is *Using Instagram as Peer-Review Tool for Writing Descriptive Text*.

the problem of this paper is limited to the use of Instagram as peer-review tool for writing descriptive text to the students at senior high school that has internet connection and also allows the students to bring smartphone to the school.

The Problem of this paper are formulated as follow: 1) How does a teacher teach dscriptive text in Senior High School?; 2) How do students use Instagram as an online peer-review tool?; 3) What are the advantages and disadvantages of using Instagram as an Online Peer Review tool?

The purpose of this paper is to explain how Instagram can used as peer-review tool for writing descriptive text to senior high school students.

There are so many definition about writing from different theorists. According to Mukulu in 2006, writing considered as a most important in language skill because writing needed by students for their individual advancement and their academic achievement (in Nyasimi 2014:1). In addition Ahmed (2010) stated that writing competence will help students to perform well in their academic program. Monaghan (2007:1) gives an explanation about writing. According to Monaghan, writing is one of principles in communication and very useful in daily life, done business, to creativity, and in academic pursuits. In addition, based on a journal which is published by Kamehameha Schools in Hawaii (2007:2), writing is a kind of reflection of an individu. In conclusion, writing in language learning is an ability that the students have to master because writing is very useful in education, business, and daily life.

According to journal that published by Kamehameha Schools (2007:2) there are five logical steps in writing process. Those are *Pre-writing, drafting & writing, sharing & responding, revising & editing* and *publishing*.

### **Pre-writing**

According to Skwire and Wiener (2008:39-40), prewriting is a warming-up activity before the writer starts to commit a topic. Therefore, pre-writing is an activity that the writer has to do before choosing a topic. There are eight strategies that should be followed in pre-writing. Those strategies are *discussing the ideas, exploring topic on internet, browsing the library, free associating, making a list, brainstorming some questions, sketching or diagraming the topic and keeping a journal*

### **Drafting and Writing**

In this step students start to make a rough draft their writing. According to Skwire and Wiener (2008: 41), there are tips for writing a rough draft. Those tips are *using prewriting, writing a first draft and showing it around*.

### **Sharing and responding**

Sharing and responding is a step in writing process when the writer share his/her writing to his/her friends. The writer asks his/her friends to review his/her writing. The process when the writer asks his/her friends to review his/her writing called as peer-review.

### **Revising and Editing**

In this step of writing process there are two things that the writer has to do. According to Reep (2009:15), revision takes place in the whole writing process, but the writer needs to focus on five elements. Those elements are *content, organization, headings, opening & closing and language*. Editing is a final process in writing. After the writer do the revision, the writer has to edit the grammar, punctuation, and spelling (Reep 2009:16).

### **Publishing**

In this process, the writer will share their final draft in writing. This step could be done whether through many ways. The writer can do this stage by printing his/her final draft or he/she also can share his/her writing through online.

Teaching writing in Senior High School need some varieties and interesting ways. For senior high school students, writing is a difficult thing to do because senior high school students in general lack in writing skill. According to Siswita and Hafizh (2014), teacher(s) has to carry out an attractive way in teaching writing because by using an attractive and something new in teaching writing can make senior high school students will be interested in studying.

### **The Concept of Descriptive Text**

Jufri (2012:64) states that a descriptive text is “a text which is used to describe particular person, place or thing.” This text is helpful in order to explain specific characteristics of a person/thing. Furthermore, in order to understand this text, it is better to do it by knowing some features within this text such as the generic structures and the linguistic features of this text. Jufri (2012:64) states that

there are two parts for the generic structures of this text—identification and description.

According to Austin peay State University in (2007:3), before the writer write the descriptive text, the writer needs to determine three things. They will be deeply explain as follow: a) What will be described; b) What are the reason to write a descriptive text; c) How should the writer write the descriptive.

According to Skwire and Wiener in (2008:126), there are three tips to write a good descriptive text. Those three steps are *Don't take inventory*. *Writer must have a thesis*, *use lively specific details* and *choose a principle of organization*.

Rubrics is an important thing in writing descriptive text. One the the scoring rubrics that can be used is the one from Brown (2007) as can be seen in the figure below

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

Adapted from Brown (2007)

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

*Peer-review activity* is an interactive process of reading and commenting on a classmate's writing. You will exchange rough drafts with a classmate, read each other's work, and make suggestion for improvement (Oshima and Hogue: 2006:313).

The purpose of those comments are to help the writer produce the next draft (Skwire and Wiener: 2009:42). Therefore, when the writer accepts the comments from his/her classmates, he will be able to notice where the mistakes are and continue to make the next draft.

Peer-review activity is derived into two kinds: face-to-face peer review (FFPR) and online peer review (OLPR). Between FFPR or OLPR has their own strengths and weaknesses (Moloudi 2011:7-8).

Strengths of FFPR: a) The feedback from other students is really meaningful for the writer to make his/her writing better; b) Peer's feedback is more specific and understandable for the writer than the teacher's; c) The revision and editing process become more effective; d) The process makes the writer feels that he/she has real audience to correct the writing; e) It improves confidence

Weaknesses of FFPR: a) Time consuming; b) The students tend to be shy to give comments because of their backgrounds, such as culture and habit; c) The unfair attention of teacher for each group; d) Not everybody is participating; e) Speaking language problem.

Strengths of OLPR: a) The students can share their ideas easily; b) The teacher can give his/her suggestions via online; c) Makes the process of peer review faster.

Weaknesses of OLPR: a) The students less focus on the process; b) Students do not used the grammar correctly; c) Not all of the feedback is necessary

In short, whether the teachers can apply the face-to-face peer review (FFPR) or online peer review (OLPR) or mix them. As long as the purpose is to make the writing skill of student improve, teachers can choose it.

Here are some advice for peer editors (Oshima and Hogue: 2006:313): 1) Your job is to help your classmate write clearly. Focus on content and organization; 2) Do not cross out any writing. Underline, draw arrows, circle things, but don't cross out anything; 3) Make your first comment a positive one. Find something good to say; 4) If possible, use a coloured ink or pencil; 5) The writer may not always agree with you. Discuss your different opinions, but don't argue, and don't cause hurt feelings

Also, here are some polite ways to suggest changes (Oshima and Hogue: 2006:314)

Do you think \_\_\_\_\_ is important/necessary/relevant ?

I don't quite understand your meaning here.

Could you please explain this point a little more ?

I think an example would help here.

This part seems confusing.

Maybe you don't need this \_\_\_\_\_ word/sentence/part.

Before getting further with the explanation, it is better to understand what the social media really is. According to Mayfield (2008:5), social media is sort of media that are available online on the internet. In addition, Dewing (2012:1) states that "...the term "social media" refers to the wide range of internet-based and mobile services that allow users to participate in online exchanges, contribute user-created content, or join online communities."

Mayfield (2008:5) said that social media has five characteristics as follows: 1)participation; 2)openness; 3)conversation; 4)community; 5)connectedness.

Moreover, according to Mayfield (2008:5) and Dewing (2012:1) here are some online media that are considered as social media: 1)social networks; 2)blogs; 3)wikis; 4)podcasts; 5)forums; 6)content communities; 7)microbloggings; 8)social bookmarking; 9)status-update services; 10)virtual world content; 11)media-sharing sites.

Instagram has been becoming one of the most popular social media, actually social networking, in the internet. At least there are 300 million users of the instagram from around the world according to Instagram Press in 2015 (Kelly, 2015).

There are so many ways of using social media in the education that has been done by other educators recently. According to Handayani (2016:325) in her journal, there are two activities that can use instagram in writing activity, those are: *First*, writing a caption. Instagram can be a tool to help students to write a descriptive text by use one of instgaram's feature. The feature that can use to help students in writing descriptive text is making caption. *Second*, Photo inspiration. In this activity, teacher can post an interesting photo and then giving some questions that relate to the photo. After that, teacher asks the students to comments and give their opinion about the photos.

In addition, (Blai, 2014:30) explains that instagram can help students to develop their academic vocabulary. Moreover, he also states that the students can use instagram to advance their writing by posting photo "step by step process" while adding caption to each photo. Instagram also allows the learners to read and write by using instagram feature like photo description, comments, and direct message (Kelly, 2015:12). Kabilan, Ahmad and Abidin (2010) in Kelly (2015:12) states that using instagram can increase students' motivation because their post will be read by a lot of people, not only by their teacher.

The use of instagram also has some opportunities, especially in writing as follows (Coffin & Fournier: 2014:1): 1) *Students want to use social media to communicate with peers and instructors*; 2) *Students want to use social media as a platform for discussion*; 3) *Students are fluent in social media*; 4) *Students want instructors to hold virtual office hours*.

## **B. DISCUSSION**

### **Teaching Descriptive to Senior High School**

Descriptive text is one of the genre which is stated in the syllabus for senior high school grade X on Basic Competencies (Kompetensi Dasar) 7. In the

syllabus stated that students have to learn about descriptive text about people, tourism place and historical building.

Furthermore, in teaching descriptive text for the senior high school grade X, the author has already created the lesson plan related with the use of instagram as a tool for online peer-review activity in writing descriptive text for senior high school students. The lesson plan is divided into three parts namely pre-teaching, whilst-teaching and and post-teaching.

In teaching descriptive text for senior high school students there are three stages as explained below.

### **Explaining about Descriptive Text and Its Parts**

Before teacher explain about the descriptive text, teacher show a video about descriptive text and then continued to ask students some questions that related to the video.

After that, the teacher show the students an example of descriptive text. Then, the students are asked to read the text and comprehend the idea of that text. The following text is an example of a descriptive text.

#### **The Secrets of Stonehenge**

All over the globe are historical mysteries left to us by the ancient world – lost civilizations, abandoned cities, and puzzling monuments. One unexplained mystery that has both inspired and mystified modern man for centuries is Stonehenge. Though it is one of the best-known artefacts in the world, we have no definitive idea of why it was built and what it was actually used for. Today, however, two new investigations may offer some answers.

The first theory begins with findings being unearthed not at Stonehenge, but at a location nearby. Archaeologist Mike Parker Pearson and his colleagues have been studying an area about three kilometres (two miles) northeast of Stonehenge. Here stands Durrington Walls – a structure similar to Stonehenge but about 20 times larger. In and around Durrington Walls were three circular structures made of wood. Evidence suggests that these wooden circles were holy places, or perhaps the residence of important officials who cared for Durrington. Outside Durrington Walls, Parker Pearson and his colleagues have also recently discovered a village of up to 300 houses which date back more than 4,5000 years.

What do the findings at Durrington Walls have to do with Stonehenge? Parker Pearson believes there is a connection between the two places, and he cites his recent studies of the Malagasy cultures in Madagascar to help explain his theory. In Malagasy culture, stone is a symbol of hardened bones and death. Wood, in contrast, is associated with life.

Using this model, Parker Pearson sees associations between the wooden structures of Durrington and the hard monument of Stonehenge. Durrington and the hard monument of Stonehenge. Durrington, in this new theory, is the domain of the living, while Stonehenge is a place of the dead.

In Wales, about 400 kilometres (250 miles) west of Stonehenge, archaeologists have another theory about why the monument was built and what it was used for. In this region of Wales are the Preseli Mountains. Archaeologist have traced the origin of Stonehenge's oldest stones (often referred to as "bluestones" because of their appearance when wet) to this site.

Stonehenge was one of the last great monuments built in ancient England. It was abandoned about 3,500 years ago, and because its creators wrote no texts to explain it, they have left us forever with one of history's great puzzles to solve.

(Adopted from BSE KEMENDIKBUD Kelas X)

After that, the teacher will ask the students about the generic structures of the descriptive text. The students are asked to guess it first. After the generic

structures are explained, the teacher will continue explaining the language features and social function of descriptive text. After the teacher explaining about the descriptive text the students are asked to start writing the descriptive text.

### **Writing the Descriptive Text about Historical Building**

After the students comprehend the descriptive text, they will be asked to write it. The students will be asked to write the descriptive text through some stages namely brainstorming, drafting, revising, editing and publishing.

First of all, the students are asked to pour all of their ideas through brainstorming Whitaker (2009:6) says that brainstorming is write everything that you know about your topic, information and opinions that relate to your topic.

After the students done with their brainstorming, they will continue to the next stage namely drafting. The students will start their product from the draft. There will be more than one drafts used in order to make a goodwriting; therefore, drafting will take longer time to do.

### **Revising the Descriptive Text**

The next stage in writing the decriptive text is revising. In revising, there will be three steps: self revising, pair revising and group revising. In the revising stage, the students will do self-revision first. The first draft will be revised through self-revision. After the student sure with what his/her done, he/she has to give the first draft to other student in order to revise it. Then, after the first draft revised by other student, it will be revised to the writer in order to revise it and write the second draft.

After the second draft being revised becoming the third draft, it will be revised through group online revision using *instagram*. The procedure of group revision will be explained later. At the first, the group revision will be done in the classroom first and then it will be continued outside the classroom.

### **Using Instagram as Online Peer-review Tool in Writing Descriptive Text for Senior High School Students**

Instagram will be used as a tool for online peer-review activity in writing the descriptive text. Furthermore, there will be some stages involved as follow.

#### **Making the instagram account**

In order to make this activity happen, each of the student has to have their instagram account. Then, the students will be asked to follow the class account where it already prepared before with locked profile.

#### **Sending the writing to the admin of the group class account**

Each of the students will send their file to the admin. After that, the admin will post the writing to the class group account.

#### **Giving feedback and comments**



After the writing posted, the other students of the group will give comments and feedback for the writing. Each of the students will give comments and feedback based on the format.

### **The Advantages of Using Instagram as Online Peer-Review Tool**

For senior high school students, writing is a difficult thing to do because senior high school students in general lack in writing skill. Therefore, to solve this problem author will introduce an efficient way in teaching writing. The way offered by the author is using Instagram as a tool for online peer-review activity in writing descriptive text. The author chooses Instagram because it serves seven advantages that others do not. The seven advantages of using Instagram as online peer-review tool are as follows: 1) Instagram is purposed to increase students' motivation in writing; 2) Instagram is convenient and easy to use; 3) Using Instagram as online peer-review tool needs less paper; 4) Using Instagram as online peer-review tool more flexible in using time; 5) Social media services allow for multimedia interaction; 6) Students will take responsibility for their works; 7)

### **The Limits and Disadvantages Which May Appear in Using Instagram as Online Peer-Review Tool**

1) Need Smartphone, PC or Laptop; 2) Need internet connection; 3) Students will spare more time on playing computer games and chatting online; 4) Writing tasks online will lead students to copy-paste.

## **C. CONCLUSION AND SUGGESTION**

Instagram is a social media which is used to share photos and videos. This social media is not only used to share photos and videos, it also can be applied for other use including for the teaching and learning setting. This social media will be capable for a tool for online peer-review activity for writing matter.

Using Instagram as online peer-review tool has four advantages. First of all, using Instagram will motivate students to write. Since Instagram is a social media that has been used by many people, using it as a tool will be motivating for the students for writing more. Second, Instagram has three main features that are applicable for writing problems. The features that can be used for writing are *making caption, giving and replying comments and editing or deleting caption and comment*. Those three features are applicable for writing matter especially for online peer-review. Third, using Instagram will use less paper because it will be done through online. Fourth, using Instagram will be efficient in spending time because it can be done anywhere. However, the use of Instagram software for peer review cannot be done without having PC, laptop, or gadgets and without internet connection.

Furthermore, there are some steps that should be followed in order to apply Instagram as a tool for online peer-review activity in writing descriptive text. First, the revised draft that have been done by the students after pair-revision is given to the admin of group class account. Second, the admin will post will post

each of the draft on the instagram. Each draft will be posted on the instagram class account. Third, after the draft has been posted, other students are asked to give their comments or feedback for the draft. After the due time comes, the students will submit the final draft to the teacher.

Based on the conclusion of the paper above, the author would like to suggest for the English teacher for senior high school and the students: 1) For other author, in this paper, using instagram as a tool for online peer-review activity is still for descriptive text only. This technique actually can be applied to other genres of text such as narrative, recount, procedure and so forth; 2) In addition, this paper is addressed to senior high school grade X. This technique probably also can be used for other level such as grade XI, XII or even for junior high school students; 3) For teachers, they are suggested to be accustomed in using instagram in order to make the process of the teaching and learning setting goes smoothly; 4) For students, they are suggested to be accustomed in doing online peer-review activity in order to make their skill in writing getting improved.

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