

ABSTRACT

Facebook has been widely used for teaching writing in the modern technology nowadays. Despite the positive effects of Facebook utilization on the students' writing improvement, there is no further exploration of how Facebook is utilized in facilitating the students' peer correction. Also, little has been known regarding to what extent Facebook peer correction affects the students' peer correction activities. In relation to this issue, the present study attempts to explore the effects of Facebook closed group on peer correction activities. Involving 12 voluntary students of the 1st year of STBA Teknorat, observation and document analysis were conducted to observe the students' peer correction activities. Meanwhile, in order to find out the effects of Facebook closed group on the students' writing achievement, there were four writing tests administered and two treatments conducted, namely traditional and Facebook closed group peer corrections. The collected data result in findings that 1) Facebook closed group peer correction activities extends a new step in the stages of writing, namely posting; 2) Facebook closed group affects peer correction activities by providing useful features, namely Spell-Checker; 3) Facebook closed group peer correction can improve the students' writing achievement. However, the effect of Facebook closed group peer correction on each aspect of writing was not really given careful attention due to limitations of the study. Therefore, this study might be the window for further studies to explore and to be focused on specific analysis of the effects of Facebook closed group peer correction on each aspect of writing improvement.

Key words: *facebook closed group, peer correction, teaching writing.*