

**THE UTILIZATION OF FACEBOOK CLOSED GROUP
PEER CORRECTION IN TEACHING WRITING**

A Thesis

**By:
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**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
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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.*

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**Submitted as a Partial Fulfillment of the Requirements
for a Master's Degree**



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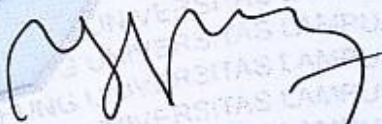
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DEDICATION

By offering my praise and gratitude to Allah SWT for the abundant blessing to me, I would proudly dedicate this piece of work to:

- My beloved parents, Drs. Hazairin Hukum and Dra. Elvira Hamamy.
- My beloved younger brothers and sisters, Anggun Muthia Pratiwi, Debby Pusparani, Rian Kurniawan, and Jerry Satria.
- My beloved future wife, Meiristy Tia Naga, S.Pd.
- My fabulous friends of the 1st batch of Master of English Education.
- My Almamater, Lampung University.

MOTTO

“Dream is not what you see in sleep, but what does not let you sleep.”

- A. P. J. Abdul Kalam (The 11th President of India) -

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Bandar Lampung, March 17th, 2016

The writer,

Wirathama Hazera Putra

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I. INTRODUCTION

In this introductory chapter, there are several points describing why the research should be conducted and how important it is. Particularly, this chapter is divided into sub-points, for example background of the problems, identification of the problems, limitation of the problem, research questions, objectives, uses, scope, and definition of terms.

1.1. Background of the Problems

Learning English cannot be separated from learning the four main language skills, namely listening, speaking, reading, and writing. These skills can be divided into two categories, receptive skill and productive skill. Listening and reading are considered as receptive skills while speaking and writing are considered as productive skills.

From the four aspects of language skills, basically, writing is the most complicated language skill to master. The students mostly encountered difficulty dealing with aspects of writing in composing their writing (Diharyono, 1990: 1; Wiliyanti, 2007: 2; and Yuniarsih, 2008: 65). According to Johnston et al. (2002: 130), even native speakers feel difficult in showing a good command of writing. This is reasonable because writing involves five aspects that should be

considered, namely content, organization, vocabulary, language use, and mechanics (Murcia and Olshtein, 2000: 523). Content is an aspect of writing that refers to unity of the paragraph, organization refers to the coherence, vocabulary deals with word selection, language use focuses on grammar, and mechanics refers to punctuation and capitalization. In addition, writing also requires a well-structured way of the presentation of thoughts in an organized and planned way (Braine and Yorozu, 1998: 130) which reflects all students' knowledge in producing good writing.

Meanwhile, based on the scores data of tertiary students of Higher School of Foreign Language Teknokrat in the previous semester, odd semester of academic year 2014-2015, their writing achievement was mostly still considered low (<80) and did not reach the college minimum score criteria, they were 80-89 for B and 90-100 for A. Therefore, writing activities should be more developed to improve the students' writing achievement.

In accordance with the students' low writing achievement, in order to produce good writing, peer correction is included in writing activities. It is referred to as peer review, peer feedback, peer editing, peer response, peer evaluation, and peer assessment (Bartels, 2003: 1988) where the students read each other's papers and provide feedback one another as sources of information for each other to encourage revision and improve writing.

In the traditional classroom, writing is often done in isolation in limited time. Once the students finish their writing, they exchange their writing, get their peers to read it and comment on it, and then they revise it, taking into account their peers' remarks. However, the students mostly encounter several problems

while performing peer correction traditionally. This is the area to which the research conducted by Ismail et al. (2008: 61 and 2010: 62). They have showed the fact that ESL students in tertiary level were not serious and critical enough when correcting the drafts or revising.

In addition, another study conducted by Ismail et al. (2012: 1096) also provides evidence that the students lacked peer correction activities practice opportunity as well as the effectiveness of the instruction in the activities. This seems due to the environmental restrictions that limit the learners' interaction and group work in writing (Al-Badwawi, 2011: 168). It is similar to the research finding that many students in ESL writing classes do not get adequate instructions and practice due to the constraints of time and space available for traditional peer correction in class (Choo, 2001: 1096 and Razak and Saeed, 2014: 12).

Moreover, another study conducted by Osman (2009: 16) found that ESL students not only lack peer correction practice, but also critical thinking, when they perform peer correction. Whereas, it is important for students to have a lot of practice in peer correction activities to spend a lot time reading and commenting on their students' essays in order for the students to develop their critical thinking (Darus, 2008: 1096). Therefore, innovative and interesting instructional techniques are needed to provide the students with more flexible time and to encourage the students to actively take part in peer correction activities in order to develop their critical thinking leading them to enhance their writing competence. In this case, the utilization of the development of social media is proposed.

In accordance with the need of utilizing the development of social media in peer correction activities, in the modern technology nowadays, the students are

familiar with the Internet and expected to take charge of their own learning (Solomon and Schrum, 2007: 13). They use social media through Internet almost everyday in their daily life such as Facebook, Blogs, Twitter, etc. Besides, there are many studies conducted related to the use of social media in language learning, for example Dieu (2004: 26), Kung (2005: 50), Pang et al. (2005: 15), Murray (2008: 82), Ullrich et al. (2008: 705), Thorne (2009: 81), Duke (2010: 2), Starkey (2010: 5), Wu (2011: 323), Nor et al. (2012: 87), Foroutan (2013: 994), and Carney (2014: 109) dealing with the use of weblog to promote ESL learners' writing autonomy, the use of blog in language learning, the use of Web 2.0 to enhance academic writing proficiency, and the use of digital E-Learning in language teaching.

Generally, the studies have proved that the use of social media is beneficial to teaching learning. Particularly in teaching writing, social media is beneficial to provide a place for the students to encourage written production along with significant increasing scores on standardized assessment measures in language development. Besides, social media can also reflect the students' feelings in written language, enable teachers and instructors to assess their written tasks in a relatively accessible way since it can be accessed anytime and anywhere, help the students check their writing through an online dictionary or auto-correction tool provided to define unknown words or expressions, help the students in self-assessment check their progress in learning, and involve them to do peer-correction which helps them share thoughts and ideas and also engage in more collaborative activities.

According to Blattner and Fiori (2009: 2), Facebook gains more popularity than many other social networking sites because it provides more options for users to communicate with others and share innumerable quantities of information through profiles, conversation, photos, videos, and notes. Those useful features are very attractive and can reduce the users' boredom.

Several studies on Facebook utilization in teaching writing have been conducted both qualitatively, for example Kabilan (2010: 1), Yunus (2012: 87), Budiardi (2013: 35), and Bani-Hani (2014: 27) and quantitatively, for example Suthiwartnarueput (2012: 209) and Ibrahim (2013: 55). For example, a qualitative study conducted by Budiardi (2013: 35) found that Facebook provided meaningful learning when the students were able to generate ideas shared by and built upon through the response and feedback given by peers. A student might also gain confidence in writing through the fact that his or her ideas were supported and agreed upon by peers through the feedback received.

As another example, according to Suthiwartnarueput (2012: 209), using Facebook as a means of learning grammar and writing discussion improves the students' grammar and writing achievement and also gives positive attitudes to the students. It is also in line with Ibrahim (2013: 55), that using Facebook can improve the students' writing skills significantly. In short, they all have shown that Facebook is beneficial to the students' writing skill.

Different studies have proposed different ways of utilizing Facebook in teaching writing. Although the previous studies discussed above have utilized Facebook to improve the students' grammar and writing achievement, 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. Therefore, the research attempted to explore the effects of Facebook closed group on peer correction activities.

1.2. Identification of the Problems

In accordance with background of the problems, the identification of problems is as follows:

- 1) The students' writing achievement was mostly still considered low (<80) and did not reach the college minimum score criteria.
- 2) The students were not serious and critical enough when correcting the drafts or revising in peer correction activities.
- 3) The students did not get adequate instructions and practice due to the constraints of time and space available for traditional peer correction in class.

1.3. Limitation of the Problem

Based on the identification of the problems, the limitation of the problem is formulated. Considering several problems identified in traditional peer correction as a part of writing activities, it is assumed that there should be development in peer correction activities. Moreover, although previous studies on Facebook utilization in teaching writing have proved that Facebook is beneficial to the

students' writing skill, they have not utilized Facebook yet to facilitate the students' peer correction activities. Therefore, considering peer correction is an important part in writing activities and Facebook has multiple functions and provides useful features, namely Spell-Checker and Chat that can help the students in evaluating their friends' writing, the effects of Facebook closed group on peer correction activities were explored.

1.4. Research Questions

In reference to the limitation of problems, the formulation of research questions are as follows:

- 1) How are the students' Facebook closed group peer correction activities?
- 2) Is there any effect of Facebook closed group on peer correction activities?
- 3) Can Facebook closed group peer correction improve the students' writing achievement?

1.5. Objectives

In relation to the formulation of the research questions, the objectives of the research are as follows:

- 1) To explore the students' Facebook closed group peer correction activities.
- 2) To find out the effects of Facebook closed group on peer correction activities.

- 3) To improve whether Facebook closed group can improve the students' writing achievement.

1.6. Uses

It is expected that the research can have the following uses:

- 1) Theoretically, the results of the research can be used as a reference for the next researcher who will concentrate on utilizing Facebook in peer correction activities.
- 2) Practically, to inform the readers, English teachers, language researchers, other practitioners, about the effects of Facebook closed group on peer correction activities.

1.7. Scope

Despite the use of digital media in language teaching, for example Web 2.0, Blogs, Twitter, and digital E-Learning, Facebook with its useful features is considered better in facilitating the students' peer correction activities. Besides, regarding several writing activities, namely planning, drafting, and revising, the effects of Facebook closed group on peer correction activities were explored.

The research was conducted at STBA Teknokrat Bandar Lampung. The participants of the research were chosen purposively at one class of the 1st year of STBA students of academic year 2015-2016 in the odd semester. The class consisted of 29 students, but there were 12 students who voluntarily participated in the research. They were divided into four groups as subject of the research

based on their preliminary ability in writing ranging from the lowest scores to the highest. The reason for choosing 1st year of college students as subject of the research was to promote their critical thinking through peer correction activities considering their beginning position which still needed much attention.

In the activities, after basic knowledge of writing a paragraph, the organization of paragraphs, and how to write a topic sentence and supporting sentences were taught; the students wrote and posted their writing on their Facebook closed group. Next, they performed Facebook closed group peer correction whose group consisted of three students. In addition, the teaching materials were adapted from the learning contract of Paragraph Writing subject. The topics were related to daily life, namely writing about “Self,” “Personalities,” “Family,” and “A Member of Family,” which were delivered based on the schedule in learning contract.

1.8. Definition of Terms

In relation to the uses of the research, there are several definitions clarified in order to have similar understanding. The terms can be described as follows:

- Peer correction is referred to as peer review, peer feedback, peer editing, peer response, peer evaluation, and peer assessment, done traditionally in the classroom. (Bartels, 2003: 1988).
- Facebook closed group peer correction refers to as an activity where the students perform peer correction online on a Facebook closed group

considering its potential feature for educational purposes (Kabilan, 2010: 1).

- Teaching writing is teaching the students how to organize and develop their ideas well by considering aspects of writing, namely content, organization, vocabulary, language use (grammar), and mechanics in order to have the reader understand the message or information intended (Jacobs et al., 1981: 2).
- Writing achievement is the students' holistic writing performance measured by the test (Briggs in Rosita, 1997: 18).

In brief, this chapter has discussed several points explaining the reason and the importance of conducting the research. This chapter has also discussed background of the problems, identification of the problems, limitation of the problem, research questions, objectives, uses, scope, and definition of terms.

II. LITERATURE REVIEW

In this chapter, several relevant theories and previous studies are reviewed in order to give similar understanding. Besides, this chapter also discusses writing, teaching writing, aspects of writing, peer correction in writing activities, E-learning media, social networks and Facebook, Facebook utilization in writing practice, guidelines of traditional peer correction, guidelines of Facebook closed group peer correction, advantages and disadvantages of utilizing Facebook in writing practice, theoretical assumption, and hypotheses.

2.1. Writing

Writing is a process of communication that uses conventional graphic system to convey a message to readers (Linderman, 1983: 1). It deals with the ability to arrange the graphic system, like letter, words, and sentences of certain language being used in written communication in order that reader can understand the message or information. In other words, writing is used for communicating one's idea in written form to readers.

Additionally, according to Tarigan (1987: 7), writing is the language skill that is used in the indirect communication. It implies that the students can communicate their ideas to the others through written form, like letter, message,

or invitation for communication. In other words, writing is basically the process of expressing ideas and thoughts of the writer using knowledge of structure and vocabulary to combine the writer's idea as means of communication. All of these activities can be done without face to face communication.

Based on the definition above, it can be concluded that writing be an activity in which a person express his or her ideas, thought, expressions, and feelings which is used for communicating to the readers in form of written words. In expressing their idea in written words, there are principles of writing including what to say, how to sequence what to say, and how to express what we say (Murcia, 1991: 523). Referring to the statement, it can be said that in writing, the students must be able to express their idea and describe it in sequence and communicative way.

In brief, it can be inferred that writing is an indirect communication to convey one's idea in written form by sequencing the graphic system, structure, and vocabulary communicatively.

2.2. Teaching Writing

Teaching writing is teaching the students how to express the idea or imagination in written form. In order to be successful in writing, the teacher has to guide the students carefully because they are creative in expressing their ideas, thoughts, experiences, and feelings. Besides, the material presented should also be relevant to their needs, interest, capacities, and ages until they are able to make composition with view or even no errors (Finnochiaro, 1964: 82). Therefore, the

teacher should select the suitable materials which fulfill their needs and guide them to write and express the ideas coherently in written form. In practicing their writing, they have to follow the steps to make their writing more effective.

In line with the notion above, according to Finnocchiaro and Bonomo (1973: 3), teaching writing is defined as follows:

“When we say writing, we mean primarily the carefully guided marks on paper that we assist our students in making unless we are teaching a course in creative writing or advanced composition.”

Besides, according to Harmer (1984: 257), in teaching writing, there is particular consideration that needs to be taken into account, namely sentence organization, paragraph arrangement, and coherence. It also requires the elements of writing including grammar, vocabulary, and mechanics (Madsen, 1989: 120) quoted by Idrus (2003: 33). Therefore, it can be said that teaching writing should guide the students not only to write sentence, but also to organize their ideas into written form. The teacher must give the appropriate guidance in which the students are able to express their ideas in written form properly.

Another important thing to consider in practicing their writing is they have to follow the steps. According to Crimmon (1983: 10), there are three stages of the writing process as follow:

- 1) Planning is a series of strategies designed to find and produce information in writing.
- 2) Drafting is a series of strategies designed to organize and develop a sustained period of writing and encourage one to gather information on those subjects from different perspective.

- 3) Revising is a series of strategies designed to re-examine and re-evaluate the choices that will create a piece of writing.

Meanwhile, according to Edelstein and Pival (1988: 11), the three steps of teaching writing can be described as follows:

- 1) Pre-writing

In pre-writing, the student selects the general subjects, restricts the subjects, generates the ideas, and organizes the ideas.

- 2) Writing

In this step, the student sets on paper the ideas in his or her mind into words, sentence, paragraph, and so on.

- 3) Re-writing

The student evaluates his or her writing. They correct the content and the form, correcting the vocabularies, punctuations, and grammar, correcting writing errors, word duplications, and omission.

Based on the three steps of teaching writing described above, peer correction activities belong to re-writing since the students correct the content consisting of topic sentence, supporting sentences, and concluding sentence.

In addition, according to Pearsal and Cunningham quoted by Yuwono (1994: 19), the process of writing is also divided into three steps as follow:

- 1) Discovering is a process when the writer thinks about occasion, purpose, the audience, and the topic.

- 2) Composing is a process of planning what the writer is going to write and revise.
- 3) Editing is the process when the writer checks for the standard English, the appropriate format, and the accuracy.

In brief, it can be concluded that basically, teaching writing is aimed at helping the students organize and develop their ideas well because the students have a plan about the ideas that will be expressed in written form before they come to the actual writing. In planning the ideas, the topic selection should be relevant to the students' level, interest, and need. Hence, the teacher should adapt the suitable materials based on the students' needs.

More importantly, in writing activities, the teacher can focus on three important things. Firstly, the teacher should guide the students in planning, selecting, and outlining the general idea before writing. Secondly, the teacher should focus on how to make the students express and develop their general ideas into paragraph properly to make the students able to select, write, and develop the main idea coherently. Thirdly, the students post their writing on Facebook closed group for publication display. The last important thing is that the teacher should train the students to evaluate and revise their writing. Thus, aspects of writing in their final draft can be achieved.

2.3. Aspects of Writing

In the process of writing, the successful writer is those whose writing contains correct constructs of the aspects of writing. According to Jacobs et al. (1981: 2), there are five aspects that should be considered in assessing a writing composition, namely contents, organization, vocabulary, language use, and mechanics. They can be described as follows:

- 1) Content refers to the substance of writing consisting of topic sentence, supporting sentences, and concluding sentence. Topic sentence provides the experience of the main idea (unity), like groups of related statements that a writer presents as unit in developing a subject in supporting sentences, ended with conclusion. In other words, content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.
- 2) Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.
- 3) Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he or she can. As a general rule, clarity should be his or her primary objective. The selection of words that expresses his or her meaning precisely is considered much rather than skews it or blurs it.

- 4) Language use refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words phrases, clauses, and sentences to bring out logical relationship in paragraph.
- 5) Mechanics refers to the use graphic conventional of the language. For instance, the steps of arranging letters, words, sentences, paragraphs, punctuation, and capitalization.

Furthermore, Hedge (1999: 8) established the most important aspects that should be considered in order to make effective writing. Hedge stated:

“... effective writing requires a number of things: a high degree of organization in the development of ideas and information, a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns and sentence structures.”

In other words, effective writing is decided by organization dealing with development ideas and information, vocabulary referring to high degree of accuracy of word choice, and grammar dealing with appropriate sentence structure. Therefore, in order to write an effective paragraph, it should contain three aspects of writing which is considered as the most important, namely organization, vocabulary, and grammar.

However, in fact, the students' ability in writing is still low. It is also based on the findings of the previous studies conducted by Diharyono (1990: 1), Wiliyanti (2007: 2) and Yuniarsih (2008: 65). Firstly, according to Diharyono (1990: 1), the students often got difficulties in expressing their ideas into appropriate words or sentences. It was noticed that students actually knew what they would write, but they did not know how to put them into words. When their

teacher asked to make a composition, they were confused about expressing their ideas in written form because they lacked of vocabulary. Therefore, the students often made a kind of error in the selection of word on their composition which indicated that the students' writing ability was still low in the aspect of vocabulary.

Secondly, according to Wiliyanti (2007: 2), the students mostly did not express their ideas properly in writing and mostly made errors in terms of verb agreement, tense, pronoun, articles, and prepositions. The example of student's error in the structure of the sentence can be seen in the following sentence, "*In holiday, I with my family went to Bandung for visited my sister.*" The underlined phrase shows the student has a problem in prepositional phrase. This kind of error indicates the student's writing ability is still low in the aspect of grammar.

Thirdly, according to Yuniarsih (2008: 65), many students could not express their ideas smoothly in written form. The students mostly tended to express their ideas in illogical order. Therefore, the ideas within sentences and paragraph were not closely related. The absence of transitional signals was moreover often noticed in the students' paragraph writing. This made the transition unsmooth between one sentence and another. Thus, the students' paragraph writing cannot achieve the good aspect of organization in writing paragraph because their ideas and thoughts were not presented in logical order. Many students complained that they did not know how to organize their ideas and link sentences into coherent ideas in the target language.

In short, all of the issues above indicate that it is difficult for the students to fulfill the aspects of writing. Therefore, considering the importance of the aspects

of writing in measuring the student's writing achievement, the research also tried to find out the effects of Facebook closed group peer correction on the students' writing achievement.

2.4. Peer Correction in Writing Activities

In the traditional classroom, writing is often done in isolation. The students write by themselves, submit their writing to the teacher, get written feedback from the teacher, and finally put aside the writing. This is followed by another cycle and the pattern persists. On the other hand, peer review is a technique that reverses such a traditional approach to writing. Students may still start writing individually. However, once the first draft is done, they get their peers to read it and comment on it, and then they revise it, taking into account their peers' remarks. Therefore, writing becomes more purposeful and meaningful as it is read by an authentic audience (Mittan, 1989: 62). Peer reviews reflect writing as a truly communicative process rather than an artificial, lonely exercise where students write for assessment purposes rather than for real communication.

In writing activities, peer correction is referred to as peer review, peer feedback, peer editing, peer response, peer evaluation, and peer assessment (Bartels, 2003: 1988). It is as an activity where the students read each other's papers and provide feedback one another. It is clear from the definitions that they refer to feedback in general, either positive or negative. It is also in line with Richards and Schmidt (2002: 218) that peer correction is an activity in which the students receive feedback about their writing from other students as their peers. It

is an activity where the students are used as sources of information for each other, commenting, and criticizing each other's drafts (Hansen and Liu, 2005: 31).

Besides, peer correction is a useful technique for encouraging revision in writing. It provides a true encouragement for students to revise their work. It also exposes student writers to readers, who are their fellow students not only broadens the audience, but helps develop their critical thinking skills, both as readers and writers. As readers, the students read their classmates' drafts carefully, make judgments, and attempt to put across their messages clearly so as to help their peers. As writers, they have to listen to their peers, judge the usefulness and relevance of their comments, and respond accordingly. The process enables the writers to reflect on their own writing, clarify their thoughts, and come to a better understanding of the needs and expectations of the readers. Therefore, peer correction provides the best means for writers to turn "writer-based prose" to "reader-based prose" (Flower, 1979: 63).

Meanwhile, according to Haines (1995: 2), through group work or pair work, the students can build up their confidence and progress more quickly than those who can only learn directly from teachers. It also provides opportunities for collaborative learning. Students in pairs or small groups can pool ideas by interacting with others that students learn and develop (Vygotsky, 1978: 154). The students learn to become more autonomous writers as they are prepared to write without the teacher's help (Jacobs, 1989: 2). Through collaborative learning, the students can gain a better understanding of their peers' difficulties in writing, and they may also gain more confidence in themselves (Mittan, 1989: 62). Thus, it can

boost confidence, make writing a more positive learning activity, and help students develop greater independence in writing.

Furthermore, several studies on writing peer correction activities have also been conducted. For example, Wong's (1999: 5) study attempted to investigate the effectiveness of peer correction in reducing mistakes in English composition of the 5th semester college students. They paired up themselves and checked their compositions. Next, the teacher marked the compositions and did frequency counts, comparing the total number of mistakes in the compositions before peer correction with the number of mistakes that remained after peer correction. Three sets of compositions in three different topics, letter of complaint, argumentative article, and proposal, were investigated. T-test was employed thrice to check whether peer correction led to a significant reduction in writing mistakes in the three sets of compositions respectively. His finding shows that peer correction led the students to fewer writing errors. It was also well-received by students in general that peer-correction helped them sort out careless mistakes, helped them make clear grammar rules, enhanced their writing awareness, and made them enjoy working with their friends. In short, English writing peer correction is beneficial to help the students write properly.

Another example is a study conducted by Lee (1997: 59) aims to describe the implementation of peer reviews in a Hong Kong tertiary classroom. Her research took place in the Hong Kong Polytechnic University (HKPU), where English is taught as a compulsory subject to all first-year, some second-year, and final-year students who have been learning English for at least 13 years (Six years primary, and seven years secondary). Her subject of the research was four final-

year students, three female and one male, aged 21-22, of the BA in Language and Communication Course. In the course, the students were required to submit a number of written assignments including an application letter (and a CV), a film or book review, and a project proposal or introduction. The students wrote a first draft and were told to bring it to the lesson. They then worked in pairs (a different partner each time) to review each other's draft. A peer review sheet containing a list of guided questions (Mendonca & Johnson, 1994: 60) was given to students to help facilitate the review process. The students in pairs read each other's draft and took turns reviewing. The reviews were all conducted in English, lasted 30 to 40 minutes, and were tape-recorded. After the peer review, the students redrafted their essay, taking into account the peer's comments.

Altogether four drafts (pre- and post-peer review) from two topics were collected. The first essay was an application letter, and the second was a film or book review of students' own choice. Before the end of the course, each student was interviewed individually (in English) to elicit their views of peer reviews. All in all, three types of data were collected from the peer review process: 1) peer negotiations (generated from the peer reviews), 2) the students' written drafts, and (3) the interviews with the students. Her findings show that in the peer reviewers' responses, the most frequent kinds of negotiation were *suggesting* (25%) and *evaluating* (23%), followed by *praising* (14%), *request for explanation/clarification* (13%), *explanation of opinion* (11%), *comprehension check* (7%), and *restatement* (7%). Regarding the writers' responses, the most frequent type of negotiations was *explanation of unclear point or content* (41%), followed by *accepting reviewer's remark* (18%), *eliciting* (16%), *justifying the*

draft (12%), *announcing a problem* (7%), *restating/ reinterpreting reviewer's remark* (3%), *comprehension check* (2%), and *disagreeing with reviewer's remark* (1%). The variety of negotiation types in students' peer reviews suggests that the peer review process can harness students' communicative power (Mittan, 1989: 62). Peer reviews stimulate genuine communication, involving students in practicing an array of skills, namely reading (especially reading of a higher order, e.g., inferring), and discussing (agreeing, disagreeing, clarifying, questioning, etc.).

Besides, from the students' written drafts, the number of revisions students made as a result of the comments of the peers is encouraging, and reinforces the value of peer review as an impetus for revision. This reinforces the usefulness of peer review as a technique to stimulate revision in writing. Meanwhile, based on the result of interview, although the four students had slightly different opinions of peer review, the interview data by and large corroborate the finding that students tended not to be critical, and they did not feel comfortable offering comments on grammar.

The results, together with the students' positive comments on peer reviews, support the need to introduce peer reviews in L2 writing instruction. Several suggestions about ways to incorporate peer reviews in the writing classroom are also concluded as follows:

- 1) Making the purpose explicit to student, to let the students know about the purpose of the exercise and what they are expected to do.
- 2) Grouping of students, so that their drafts can be read by more than one person.

- 3) The teacher's role, by modeling the review process, either with the whole class or with individual students through teacher conferencing to provide students with occasional input from the teacher, informing them about different ways to go about reviewing their classmates' drafts.
- 4) The student's role, to design their own review sheet to become more aware of the criteria required for evaluating writing, especially writing of different kinds.
- 5) Making peer review a regular activity and part of language instruction, to make writing become a more interesting and stimulating and less daunting-experience for the students.

In short, based on the results of the previous studies on peer correction in writing activities, the relatively high frequency of suggesting and evaluating by the reviewers indicates the students' effort to help each other improve the writing. Therefore, peer correction is beneficial to encourage revision and improve writing. Moreover, peer correction through group work or pair work can also build up the students' confidence through collaborative learning by interacting with others to learn and develop greater independence in writing.

2.5. E-Learning Media

E-Learning refers to a variety of contexts, namely distance learning, online learning and networked learning (Wilson 2001: 1). E-Learning utilizes information communications technology (ICT) to promote educational interaction

between students, lecturers, and learning communities (Holley 2002: 112). According to Volery (2000: 216), the fast expansion of the internet and related technological advancements, in relation to limited budgets and social demands for improved access to higher education, has produced a substantial incentive for universities to introduce E-Learning courses. If universities do not utilize available E-Learning technology, they will be left behind in the pursuit for globalization. Therefore, E-Learning is necessary since it provides several benefits for education.

Firstly, in higher education, E-Learning initiatives have reportedly created new educational issues for lecturers, like changing work patterns and in some cases the reluctant integration of technology. Sometimes the students' success can be achieved simply by engaging them in E-Learning programs. The teaching techniques used by lecturers in traditional courses may also have to be reviewed and modified, as they do not always prove effective or necessarily transferable in E-Learning environments (Serwatka 2002: 46). Lecturers in networked learning environments modify their courses as they go along, meaning the longer a course is taught in a particular format, the more effective it is (Volery, 2000: 223).

Meanwhile, the future delivery of education is viewed through E-Learning technology providing lecturers with superior teaching tools. According to Volery (2000: 218), online methods facilitate more effective education and offer significant advantages over traditional teaching methods. This can be via full blown technological implementation or limited technology based environments such as bulletin boards, virtual lectures, and E-Libraries. Besides, according to McClelland (2001: 3), in E-Learning environments the lecturers can offer constant

educational support, as students are able to communicate with classmates and lecturers, visit web sites, and view course material regardless of their time and location.

Next, there is a notion that an E-Learning environment offers students an improved learning experience when compared to a more traditional learning environment. According to Holley (2002: 114) the students participating on E-Learning university courses using techniques, namely virtual lectures and bulletin boards, achieved better grades than students who studied in traditional learning settings. Meanwhile, according to Hartley (2000: 37), maintaining the constraints of conventional university teaching practices with regards to group working are removed in E-Learning environments, as students can participate in group activities without actually being situated in the same location. Indeed alternative relationships are developed within the context of an online community (O'Donoghue and Singh, 2001: 525). This supports the view that E-Learning environments loosen the time and space restrictions associated with traditional university practices.

Furthermore, one of the most valuable attributes of E-Learning techniques and delivery are that they potentially give students greater access to education, in comparison to more traditional less flexible educational methods. According to Hemsley (2002: 26), the view that full time and part time students can now partake in their chosen degree courses from any location, giving people who travel or who are relocated, a transferable and easily accessible learning resource and experience. Through the use of advanced technology, students who have previously not had access to higher education now have the opportunity to study

at the location that best suits their needs (Sadler-Smith, 2000: 474). Even, E-Learning offers people with disabilities the opportunity to further their education from home (Brown, Cromby, and Staden, 2001: 289).

In short, considering several benefits of E-Learning in educational environments, E-Learning can be delivered, implemented, modified, developed, and utilized in education.

2.6. Social Networks and Facebook

In this age of modern technology and E-learning utilization in education, online social networks have captured the attention of educators and policy-makers as an alternative tool for language teaching and learning. According to Bartlett-Bragg (2006: 5), social networks are as a range of applications that provide group interactions and shared spaces for collaboration, social connections, and various information exchanges in a web-based environment. While social networking sites (SNSs) have integrated a wide range of technical features, they basically consist of a 'profile' and a list of 'friends' who are also users of the system (Boyd, 2007: 2). The user has complete control over the content of his or her profile and its visibility to other users as well. Besides the 'profile' and 'friends' list, these SNSs offer 'commenting' and 'private messaging' features, photo-sharing and video-sharing capabilities too. However, between different SNSs, different visibility and access options are provided.

Today, the most popular of these SNSs is Facebook. Facebook is essentially a personalized profile of which users have complete control over its content. A

user's profile can be viewed by other users in the same 'network' automatically, unless the profile owner limits its privacy. The users are also able to share photos, comment on friends' walls, send messages, chat, create and join groups within this online community. In accordance with educational purpose, the users can be continuously involved in the sharing of information, interacting and communicating with other users, collaboration and the sharing of ideas and opinions related to their writing practice via posts and status updates. Hence, it is believed that Facebook possesses huge potential as an educational tool due to these features offered (Kabilan, 2010: 2).

2.7. Facebook Utilization in Writing Practice

The students are engaged in a good deal of writing even in this era of ICT – in blogs, Twitter, text messages and, of course, Facebook. Strangely, the students considered these types of informal writing as communication and not likened to the writing tasks that are given in schools (Yancey, 2009: 90). This shows that the students are still unable to see the connection between the writing learned in the classroom and the meaningful communicative use outside of the classroom. Yancey then proposes the use of Facebook in helping the students make that link in order to make them better writers. It is also believed that Facebook has the potential to improve the students' writing skill by being the link between academic writing and outside communication, providing them with an authentic and personalized context in which to aid their writing.

Besides, Facebook also provides ample opportunities for the students to practice and improve their writing skills. Studies show that the students feel obliged to respond to their peers' comments or opinions posted. Thus, they are actively 'posting' and 'commenting' on the application. They take every opportunity to practice their writing skills. The students also discover new sentence or writing structures by reading the comments and posts from their peers (Kabilan, 2010: 2). These show that writing skills are very much emphasized in Facebook participation, so it has a high potential of enhancing and improving the students' writing skills.

In accordance with the educational purposes, several studies in Facebook utilization in teaching writing have been conducted both qualitatively (Kabilan, 2010: 62; Yunus, 2012: 87; Budiardi, 2013: 31, and Bani-Hani, 2014: 27) and quantitatively (Suthiwartnarueput, 2012: 209 and Ibrahim, 2013: 55). They all have shown that Facebook is beneficial to the students' writing skill.

For example, a qualitative study conducted by Budiardi (2013: 31) was aimed at utilizing Facebook base writing learning for teaching English as a Foreign Language (EFL). His study was conducted in university level by giving the students a writing assignment, posting it on their Facebook closed group, and performing peer correction for the feedback. Next, from the students' writing activities log on Facebook as the data, he descriptively analyzed the process and found that Facebook provided meaningful learning when the students were able to generate ideas shared by and built upon through the response and feedback given by peers. A student might also gain confidence in writing through the fact that his or her ideas were supported and agreed upon by peers through the feedback

received. Besides, since Facebook provided a space where ideas are posted in view of all, to be open to criticism as well as praise, higher order thinking skills were put into play in organizing, synthesizing, and analyzing these ideas both by oneself and peers in constructing knowledge.

On the other hand, a quantitative study conducted by Suthiwartnarueput (2012: 194) was aimed at exploring the effect of using Facebook as a medium for grammar and writing discussions of low-intermediate EFL students on improving the students' grammar and writing achievement. The participants of the study were 83 first-year undergraduate students which were considered low-intermediate EFL, at a university in Na-khon Pathom Province, Thailand. The data were collected from the students' scores in the pre-test and post-test to see the improvement in their grammar and writing. Meanwhile, interview was also administered to find out the students' responses toward using Facebook as a means of learning grammar and writing. His findings showed that the students' writing achievement was improved significantly, particularly in grammar aspect. Moreover, it was also found that the students also had positive attitudes toward using Facebook as a means of learning grammar and writing. In conclusion, as an alternative learning tool, it is inferred that Facebook provided the students with a convenient and attractive means to engage in discussions with the teacher and other users who had better grammatical knowledge.

As another example, a quantitative study conducted by Ibrahim (2013: 11) was aimed at investigating the effect of using Facebook in improving the students' writing skills for the ninth graders in the Latin Patriarchate Private School in Qabatia District in Zababdeh. The sample of the study was purposeful consisting

of 40 ninth grade students at the Latin Patriarchate School in Zababdeh in the first semester of the scholastic year 2012-2013. In collecting the data, he used an experimental group and a control group to examine the effect of using Facebook in improving the students' writing skills. His finding showed that there was an obvious effect of using Facebook on improving the students' writing skills in which the students' writing skills in an experimental group were improved significantly. In short, it is inferred that Facebook has now become not only an essential necessity in teaching, but also an enthusiastic and challenging way of untraditional teaching.

Different studies have proposed different ways of utilizing Facebook in teaching writing. As in the previous studies discussed above, Suthiwartnarueput (2012: 209) has proved that that using Facebook as a means of learning grammar and writing discussion improves the students' grammar and writing achievement and also gives positive attitudes to the students. On the other hand, Ibrahim (2013: 55) has also proved that using Facebook can improve the students' writing skills significantly.

However, they have not discussed yet the use of Facebook to facilitate the students' in English writing peer correction, whereas Facebook actually has multiple functions and provides useful features, namely Spell-Checker and Chat (Kabilan, 2010: 62; Yunus, 2012: 87; and Bani-Hani, 2014: 27) that can help the students correct their friends' writing. Therefore, the research attempted to explore the effects of Facebook closed group on peer correction activities.

2.8. Guidelines of Traditional Peer Correction

Concerning peer correction as an integral way of conducting classroom activity based on cooperative learning theory (Johnson, 1988: 1), guidelines of peer correction activity can be designed in order to guide students to review their classmate's work. Peers usually review preliminary drafts or even rough drafts, and the purpose of such reviews is to improve the work. Praise may feel good, but constructive criticism is really much more useful.

In the research process, according to Maner (2001: 1), the guidelines for peer reviews in the writing process are suggested as follows:

- 1) An evaluation of a rough draft should focus primarily on revising. It should pay attention primarily to such major components of the paper as the thesis sentence, the support for the thesis, and the organization. It should praise the draft's strengths, but it should provide mostly suggestions for improvement.
- 2) An evaluation of a preliminary draft should focus not just on revising, but also on editing. It should pay more detailed attention to transitions, style, diction, and mechanics. It should also praise the draft's strengths, but it should provide mostly suggestions for improvement.
- 3) An evaluation of a final draft should pay attention to every aspect of the paper, including its topic, thesis, argument, organization, style, mechanics, and insight. It should primarily praise the draft's strengths, though it may offer brief suggestions for improvement, recognizing that it is too late for the writer to respond to detailed suggestions or corrections.

In short, there are three evaluation phases in doing peer correction, namely rough draft, preliminary, and final draft, in which there are certain points reviewed in each phase.

2.9. Guidelines of Facebook Closed Group Peer Correction

Facebook is social media where the users originally produce authentic writing without relating to educational purposes. In order to lessen its naturalness and connect to the classroom teaching, considering the useful features provided by Facebook which are potential to facilitate the students writing activities, guidelines of Facebook closed group peer correction are then proposed. By modifying the peer reviews guidelines suggested by Maner (2001: 1), guidelines of Facebook closed group peer correction are suggested as follows:

- 1) After basic knowledge of writing is conventionally taught, the students are assigned to write a basic paragraph, then they will be divided into several groups consisting of three students of each group. Each group creates their own Facebook closed group, and each student in each group uploads their writing produced previously. Original upload aims at creating authenticity of the students' writing.
- 2) After posting their writing on Facebook closed group, each student performs peer correction by correcting the writing of the other members and providing suggestions. In providing suggestions through comments, the students should appreciate the other's writing by providing

constructive criticism through comments and suggestions for better improvement.

- 3) In peer correction, the students examine their friends' writing dealing with topic sentence, supporting sentences, and concluding sentence. They should also utilize useful features provided by Facebook, for example Spell-Checker feature to check the spelling in their friends' writing and Chat feature as a medium for discussion. Moreover, on comment box, each student comments on each writing's strengths and provides constructive criticism and suggestions for improvement. On the other hand, the role of the lecturer is as the online observer and facilitator to direct and guide the students. The lecturer will join in all groups to observe each group's peer correction activities. The students' Facebook closed group peer correction activities log will be captured and the process happens in correcting the first draft will be recorded.
- 4) Next, after receiving feedback from the other friends' comments and suggestion, each student revises their writing to show what they have learned and internalized in peer-correction.
- 5) Each student writes an evaluation report for overall corrections they get in peer correction.
- 6) Finally, after peer correction and revision, the final draft will be submitted. By comparing to the first draft, it will also be analyzed by the lecturer based on five aspects of writing.

In short, there are six phases suggested in performing Facebook closed group peer correction, namely writing the first draft, uploading the writing assignment on Facebook closed group, performing Facebook closed group peer correction, revision, and writing an evaluation report, then final draft submission.

2.10. Advantages and Disadvantages of Utilizing Facebook in Writing Practice

As a matter of fact, every media has several advantages and disadvantages. Therefore, it is important to determine each of advantages and disadvantages in order to make the implementation of the strategy in teaching process more effective.

2.10.1. The Advantages

Facebook can be an alternative medium to teach writing because it has many advantages. The advantages of utilizing Facebook in writing practice can be described as follows:

- 1) Since Facebook can be accessed in a relatively accessible way, it enables lecturer to assess their written tasks easily.
- 2) As long as the students have internet connection, they can have more time to practice their writing skill by writing their paragraph on their Facebook's account anytime and anywhere.
- 3) Facebook provides auto-correction tool to define unknown words or expressions to help the students in writing practice.

- 4) The students are able to receive comments or responses to their writing instantly, so they can share idea and knowledge with each other.

In short, utilizing Facebook in writing practice is beneficial to both students and lecturer.

2.10.2. The Disadvantages

Besides the advantages, Facebook also has disadvantages that should be considered. Since the students post their paragraph on their Facebook's account, everybody can read, comment, give, and receive feedback. If the feedback is positive, the students' self-esteem will be boosted and they will be more motivated to learn and have writing practice more. Conversely, if the feedback is negative, the students' sense of self can be affected, de-motivating them from writing again. Therefore, to anticipate this possibility, Facebook closed group was created in order to restrict peer correction activities to the outsiders. Also, in peer correction activities, the students were directed to appreciate the other's writing by providing constructive criticism through comments and suggestions for better improvement.

2.11. Theoretical Assumption

In writing activities, peer correction is an integral way of conducting classroom activity based on cooperative learning theory. It is beneficial to encourage revision and improving writing, which the higher frequency of

suggesting and evaluating by the reviewers, the higher the students' effort to help each other to improve the writing. Peer correction through group work or pair work can also build up the students' confidence through collaborative learning by interacting with others to learn and develop greater independence in writing. Meanwhile, based on the literature review, Facebook utilization in teaching writing can improve the students' grammar and writing achievement and also gives positive attitudes to the students. It also offers multiple functions and provides useful features, namely Spell-Checker and Chat that can possibly help the students correct their friends' writing for positive feedback and better writing improvement. Therefore, it is assumed that Facebook closed group peer correction can improve the students' writing achievement.

2.12. Hypotheses

In reference to theoretical assumption, the hypotheses formulated are:

- 1) Facebook closed group with its features can extend the helpful stages in writing activities.
- 2) Facebook closed group peer correction activities can give positive effects on peer correction activities.
- 3) Facebook closed group peer correction can improve the students' writing achievement.

In brief, this chapter has discussed several points of theories and reviewed relevant previous studies. This chapter has also discussed writing, teaching writing, aspects of writing, peer correction in writing activities, E-learning media, social networks and Facebook, Facebook utilization in writing practice, guidelines of traditional peer correction, guidelines of Facebook closed group peer correction, advantages and disadvantages of utilizing Facebook in writing practice, theoretical assumption, and hypotheses.

III. RESEARCH METHODS

In this chapter, research methods are discussed in order to answer the research questions and achieve the objectives of the research. The research method consists of research design, subject of the research, data collecting techniques, research procedures, research schedule, validity and reliability, data analysis, and hypothesis testing.

3.1. Research Design

The research was intended to explore the effects of Facebook closed group on peer correction activities. It employed both qualitative and quantitative methods conducted through observation, writing tests, and document analysis. Additionally, since there was no access to employ two groups in the research site, the research was also conducted based on the quasi-experiment method which applied *one-group time series* design modified from the idea suggested by Setiyadi (2006: 137). Observation and document analysis were conducted to observe the students' peer correction activities.

Besides, 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 first two writing tests were corrected through traditional peer correction in the class. It was conducted to train and familiarize the students with peer correction activities before performing Facebook closed group peer correction. After having enough traditional peer correction practice, the next two writing tests were corrected after performing Facebook closed group peer correction.

Specifically, *one group time-series* design employed in the research can be represented as follow:

T1	O	T2	O	T3	X	T4	X
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T: Writing Tests.

O: Traditional Peer Correction.

X: Facebook Closed Group Peer Correction.

(Setiyadi, 2006: 137).

3.2. Subject of the Research

Subject of the research was chosen purposively at one class of the 1st year of college students of STBA Teknokrat Bandar Lampung of academic year 2015-2016 in the odd semester. The class consisted of 29 students, but there were 12 students who voluntarily participated in the research. They were divided into four groups as subject of the research based on their preliminary ability in writing, ranging from the lowest scores to the highest. The reason for choosing 1st year of college students as subject of the research was to promote their critical thinking

through peer correction activities, considering their beginning position which still needed much attention.

3.3. Data Collecting Techniques

In collecting the data, the techniques employed were as follows:

3.3.1. Administering Writing Tests

There were four writing tests administered to the students dealing with four different topics, namely “Self, Personalities, Family, and A Member of Family.” Each test was administered in 100 minutes to be corrected in peer correction.

3.3.2. Conducting the Observation

The observation was conducted twice, classroom and online observation. Classroom observation was conducted to observe the students’ activities in traditional peer correction, and online observation was also conducted after the observers joined all four Facebook closed groups to observe the students’ Facebook closed group peer correction activities.

3.3.3. Collecting the Documents

The documents were collected in form of textual data of the students’ Facebook closed group peer correction activities log, for example the students’ writing, comments, and feedback to explore their peer correction activities in Facebook closed group. They were captured through the computer’s Print Screen feature provided in the computer. By pressing “Print Screen SysRq” button on the

keyboard, it could automatically capture the image wanted to be saved. Thus, the images of the students' peer correction activities including their comments could be totally captured as the textual data.

3.4. Research Procedures

In conducting the research, the research procedures used were in these following steps:

3.4.1. Determining Subject of the Research

Subject of the research was chosen purposively at one class S1 AB of the 1st year of college students of STBA Teknokrat Bandar Lampung of academic year 2015-2016 in the odd semester. The population of the class consisted of 29 students. In determining subject of the research, there were 12 students who voluntarily participated in the research. They were divided into four groups based on their preliminary ability in writing, ranging from the lowest scores to the highest.

3.4.2. Administering Writing Tests

Writing tests were administered four times to be corrected in peer correction. Before administering the first test, firstly, basic knowledge of writing a paragraph was taught conventionally. In this extend, the students were taught how to organize paragraphs and write a topic sentence and supporting sentences. In the next four meetings, they were assigned to write a basic paragraph in 100 minutes

relating to daily life adapted from the learning contract of Paragraph Writing, namely writing about “Self, Personalities, Family, and A Member of Family.”

3.4.3. Conducting the Treatments

There were two treatments conducted in the research, namely traditional and Facebook closed group peer corrections. Firstly, after the students wrote the first two pieces of writing about “Self” and “Personalities,” traditional peer correction in the classroom was conducted separately for each topic. It aimed to train and familiarize the students with peer correction activities before conducting Facebook closed group peer correction. Traditionally, the students were divided into four groups consisting of three members of each group, and they exchanged their writing in turn to another student in group. After receiving feedback from traditional peer correction, the students were assigned to make an evaluation report and revise their writing to be submitted in the next meeting.

Secondly, after the students wrote the next third and fourth writing, each group was assigned to create Facebook closed group. Next, they were assigned to upload their writing as the first draft on their Facebook closed group to be corrected through Facebook closed group peer correction. It was done to keep their writing authentic. After the students posted their writing on Facebook closed group, they performed Facebook closed group peer correction. In peer correction activities dealing with the topic sentence, supporting sentences, and concluding sentence, the students collaborated with other members in the group to provide constructive criticism and suggestions for improvement by commenting on their

friends' wall, and the lecturer also observed online the process of the students' peer correction activities.

3.4.4. Conducting the Observation

The observation was conducted in the classroom and online. Classroom non-participant was conducted twice to observe the students' activities in traditional peer correction and online observation was also conducted after joining all four Facebook closed groups to observe the students' Facebook closed group peer correction activities. The observation was conducted by the researcher himself as the participant observer and a writing lecturer as the researcher's assistant and the non-participant observer, who shared the same understanding about the objectives of the research and was also regarded as the capable observer.

In conducting the observations, observation sheet, a sheet where the treatment process is reported, was used to note the peer correction events during the treatment process. In observing traditional peer correction activities, observation sheet in the form of a check list was based on Maner's (2001: 1) guidelines for peer reviews in the conventional writing process, on table 3.1 as follow:

Table 3.1. Observation Sheet of Traditional Peer Correction Activities

No.	Students' Activities	Yes	No	Note
1.	Being divided into a group consisting of three members and exchanging			
2.	Exchanging the writing with another student in the group.			
3.	Writing each corrector's name.			
4.	Examining the other two friends' writing in turn in 20 minutes for each piece of writing.			
5.	Examining the topic sentence, supporting sentences, and concluding sentence.			
6.	Commenting on each piece of writing's strengths.			
7.	Providing constructive criticism and suggestions for improvement.			
8.	Ignoring the same corrections which have already been corrected by other friends.			

9.	Returning the writing to its writer for evaluation and revision.			
10.	Writing an evaluation report about the feedback suggested by each student in peer correction activities.			
11.	Revising the writing for final draft.			
12.	Compiling the writing package consisting of first draft, evaluation report, and final draft.			

On the other hand, in observing Facebook closed group peer correction activities, observation sheet was based on Facebook closed group peer correction guidelines suggested by the researcher, modified from Maner's (2001: 1) (see appendix 3).

3.4.5. Collecting the Documents

After the students performed Facebook closed group peer correction, their peer correction activities log was captured through the computer's Print Screen feature. The documents were collected in form of textual data, for example the students' writing, comments, and feedback to explore their Facebook closed group peer correction activities. Next, *inter-rater* analysis was conducted, and the students' writing errors corrected both traditionally and through Facebook closed group peer correction were examined by the researcher and his assistant.

3.5. Scoring Criteria

The students can succeed in writing if their writing includes five aspects of writing. Therefore, aspects of writing in the students' writing were corrected. To avoid the subjectivity of the scoring, the students' writing was scored by two raters. The first rater was the researcher himself, and the second rater was the research assistant, another Writing lecturer of STBA Teknokrat. Before scoring

the students' writing, it is important to make sure that both raters used the same percentage of scoring.

The percentage of scoring from the writing components was derived as follows:

- 1) Content : 30 %
- 2) Organization : 20%
- 3) Language use : 25 %
- 4) Vocabulary : 20%
- 5) Mechanic : 5%

The ESL composition was used because it provides a well defined standard and interpretive framework for evaluating a compositions' students' communication effectiveness which is suggested to be used in evaluating students' writing.

Scoring criteria were modified from Heaton (1991: 135) that can be described as follows:

1) Content

Points 30-27: shows that the students are in the excellent to very good level: the content is knowledgeable, the thesis is developed properly and relevant to assigned topic in their writing.

Points 26-22: indicates that the students are in the good to average level: the content has some knowledge of subject, the thesis has limited development, mostly relevant to topic, but lacks detail.

Points 21-17: reveals that the students are in the fair to poor level: the content has limited knowledge of subject, and the thesis is developed inadequately.

Points 16-13: denotes that the students are in the very poor level: the content does not show knowledge of the topic, the thesis is developed impertinently, and too little sentence to evaluate.

2) Organization

Points 20-18: shows that the students are in the excellent to very good level: the organization is expressed fluently, ideas are clearly stated/supported, well-organized, has logical sequencing and cohesiveness.

Points 17-14: indicates that the students are in the good to average level: the organization is sometimes developed stagnantly, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.

Points 13-10: reveals that the students are in the fair to poor level: the organization is developed non-fluently, ideas are confused or disconnect each other, lacks of logical sequencing and development.

Points 9-7: denotes that the learners are in the very poor level there is no communication, no organization, or not enough to evaluate.

3) Language Use

Points 25-22: shows that the students are in the excellent to very good level: the sentence structure used is effective, complete construction with few errors of agreement, tense, number, articles, pronoun, and preposition.

Points 21-18: indicates that the students are in the good to average level: the sentence structure used is effective but simple construction with minor problems in complex construction, several errors of agreement, tense, number, articles, pronoun, preposition, but meaning seldom obscured.

Points 17-11: reveals that the students are in the fair to poor level: major problems are in single/complex construction, communicate, or not enough to evaluate.

Points 10-5: denotes that the students are in the very poor level: virtually no mastery of sentence construction rules, dominated by errors, does not excellent to very good level: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, and paragraphing.

4) Vocabulary

Points 20-18: shows that the students are in the excellent to very good level: the vocabulary used are effective word/idiom, word form mastery, and in appropriate register

Points 17-14: indicates that the students are in the good to average level:

the vocabulary used have occasional errors of word/idiom form, choice, and usage but meaning is still intelligible.

Points 13-10: reveal that the students are in the fair to poor level: the vocabulary used have frequent errors of word/idiom form, choice, usage, meaning confused or obscured.

Points 9-7: denote that the students are in the very poor level: the vocabulary used are essentially translation of the first language, little knowledge of English vocabulary, idioms, word form and not enough to evaluated.

5) Mechanics

Points 5: shows that the learners are in the frequent errors in negation, agreement, tense, number, articles, pronoun, preposition and meaning confused or obscured.

Points 4: indicates that the learners are in the good to average level: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.

Points 3: reveals that the students are in the fair to poor level: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or not obscured.

Points 2: denote that the learners are in the very poor level: no mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

The possible score gained by students based on the criteria above ranked from 0 - 100. To help the raters in scoring the students' score, the arrangement of the score can be seen on table 3.2 below:

Table 3.2. Scoring System

No	Students' Name	C (13-30)	O (7-20)	LU (5-25)	V (7-20)	M (2-5)	Total (0-100)
1							
2							
3							
4							
5							
...							

C : Content

O : Organization

LU : Language Use

V : Vocabulary

M : Mechanic

3.6. Research Schedule

The research took seven meetings with the following schedules:

- 1) In the first meeting, basic knowledge of writing a paragraph was taught conventionally. In this extend, the students were taught how to organize paragraphs and write a topic sentence and supporting sentences.
- 2) In the second meeting, the students were assigned to write the first writing in 100 minutes which aimed at encouraging the students to produce their authentic writing skill. They were assigned to write a paragraph about "Self" to be corrected traditionally in the next meeting.

- 3) In the third meeting, traditional peer correction was conducted. It aimed to train and familiarize the students with peer correction activities before performing Facebook closed group peer correction. Traditionally, the students were divided into four groups consisting of three members of each group. In group, they exchanged their writing in turn to another student in group. In its process, participant classroom observation was conducted by the researcher and non-participant classroom observation was also conducted by the researcher's assistant to observe the students' activities in traditional peer correction. Next, after receiving feedback from traditional peer correction, the students were assigned to make an evaluation report and revise their writing to be submitted in the next meeting.
- 4) In the fourth meeting, the students were assigned to write the second writing in 100 minutes, and the topic was about "Personalities" to be corrected traditionally in the next meeting.
- 5) In the fifth meeting, traditional peer correction and non-participant classroom observation were conducted again in the classroom. After receiving feedback from traditional peer correction, the students were assigned again to make an evaluation report and revise their writing to be submitted in the next meeting.
- 6) In the sixth meeting, each group was assigned to create Facebook closed group. Next, the students were assigned to write the third writing for Facebook closed group peer correction. Individually, they wrote a paragraph about "Family" in 100 minutes and uploaded their writing on

their Facebook closed group as the first draft of the third writing. After they posted their writing on Facebook closed group, they performed Facebook closed group peer correction. In its process, online observation was also conducted to observe the students' Facebook closed group peer correction activities, and its activities log were captured through the computer's Print Screen feature as the research data, in form of textual data, for example the students' writing, comments and feedback to explore their Facebook closed group peer correction activities.

- 7) In the seventh meeting, the students submitted their revision of the third writing. Next, they wrote a paragraph about "A Member of Family" in 100 minutes and uploaded their writing on their Facebook closed group as the first draft of the fourth writing. After they posted their writing on Facebook closed group, they performed Facebook closed group peer correction again and their peer correction activities log were captured through the computer's Print Screen feature as the research data.

3.7. Validity and Reliability

Validity and reliability show whether an instrument has fulfilled the criteria and is considered usable or not. The writing test, observation, and document are the decisive instrument of the research. Therefore, it is important to measure their validity and reliability in order to get valid and reliable data.

3.7.1. Validity

The instrument is considered valid if it measures the object to be measured and it is suitable with the criteria (Hatch and Farhady, 1982: 295). According to them, there are two basic types of validity, namely content validity and construct validity. Therefore, in order to measure whether the instruments are valid, those two types of validity were analyzed.

3.7.1.1. Content Validity

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. It is the extent to which a test measures a representative sample of the subject matter content, the focus of content validity is adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982: 295).

Firstly, to fulfill the content validity of observation sheet, the items taken in observation sheet were related to writing activities based on learning objective and learning contract of Paragraph Writing subject.

Secondly, to fulfill the content validity of writing test, the teaching materials were also adapted from the learning contract of Paragraph Writing subject. The topics were related to daily life, namely writing about “Self, Personalities, Family, and A Member of Family,” were supposed to be comprehended by the 1st year of STBA Teknokrat students.

Both instruments were considered valid in content validity since the instruments constituted a representative sample of the language skill and structure.

3.7.1.2. Construct Validity

Construct validity is concerned with whether the instrument is actually in line with the theory. It would be examined whether the instrument given actually reflect what it means to know the language being measured.

In the research, observation sheet of Facebook closed group peer correction activities suggested by the researcher was modified from Maner's (2001: 1) guidelines of traditional peer correction. Meanwhile, to measure the students' writing achievement, scoring criteria was based on the five aspects of writing that should be considered in assessing a writing composition, namely contents, organization, vocabulary, language use, and mechanics (Jacobs et al., 1981: 2) and Heaton (1991: 135).

3.7.2. Reliability

Reliability of the instrument can be defined as the extent to which an instrument produces consistent result when administrated under similar conditions (Hatch and Farhady, 1982: 243). In order to ensure the reliability of the data and to avoid the subjectivity of the research, *inter-rater* reliability was also conducted. It was used when score on the test is independently estimated by two or more judges or raters. Therefore, in observing the students' peer correction activities and examining the students' writing and its errors corrected through Facebook closed group peer correction, there were two observers also performed as raters. The first observer/rater was the researcher himself, and the second observer/rater was the research assistant, another Writing lecturer of STBA Teknokrat. Before scoring the students' writing, it is important to make sure that both raters used the

same criteria of scoring. Hereby, the first and the second rater used scoring criteria devised from Heaton (1991: 135).

Besides, in order to find the coefficient of the correlation between the two raters, the formula of *rank-orders correlation* was employed. It was as follows:

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

(Hatch and Farhady, 1982)

- ρ : Coefficient of Rank Correlation
- N : Number of the Students
- D : The Difference of Rank Correlation
- $1-6$: Constant Number

Next, in order to interpret the correlation obtained from the above formula, the standard criteria below were used:

0.0000 – 0.2000 = Very Low

0.2000 – 0.4000 = Low

0.4000 – 0.6000 = Medium

0.6000 – 0.8000 = High

0.8000 – 1.0000 = Very High

The result of the calculation showed that the reliability coefficients were acceptable. The coefficients were 0.65 and 0.82 for traditional and Facebook closed group respectively (see Appendix 14 and 15). Based on the standard criteria list, both coefficients are considered as highly reliable and can be used in the research.

3.7.3. Credibility

To ensure the credibility of the data, triangulation was done by carrying out the several efforts as follows:

- 1) cross-checking the results of multiple data collection of the students' writing, namely observation sheet, and documents,
- 2) sufficient period of observation,
- 3) and employing a research assistant as second observer and rater.

3.8. Data Analysis

According to Bogdan & Biklen (1992: 142), Huberman & Miles (1994: 142), and Wolcott (1994: 142), there are general data analysis strategies, namely general review of information, developing codes or categories, and making preliminary counts of data and determine how frequently codes appear in the database. Based on the theory, in analyzing the data of the students' peer correction activities, the descriptive analysis was done through several steps, namely coding, categorizing, and generating theme.

Firstly, the data of students' peer correction activities was collected from observation sheets and documents based on their peer correction activities log captured through the computer's Print Screen feature. The data, in form of textual data in Facebook closed group peer correction activities, for example the students' writing, comments, and feedback to explore their Facebook closed group peer correction activities. Next, it was analyzed descriptively through these steps:

- 1) Coding: the data from observation sheets supported by the documents of the students' writing and peer correction activities log are represented in codes, for example T1 for activity 1 in traditional peer correction, F1 for activity 1 in Facebook closed group peer correction, and so on.
- 2) Categorizing: classifying the students' peer correction activities.
- 3) Generating theme: developing the category of the students' peer correction activities and interpreting based on the observer's point of view and perspectives in the literature.

Secondly, in analyzing the effects of Facebook closed group on peer correction activities, the number of writing errors corrected through peer corrections was examined. Meanwhile, the quantitative data of the students' writing achievement was analyzed based on the means of the students' scores of the four tests.

3.9. Hypothesis Testing

Hypothesis testing was used to prove whether the hypotheses proposed in the research are accepted or not. Based on the research questions, there are three hypotheses derived as follow 1) Facebook closed group peer correction activities can promote the students' confidence and critical thinking through collaborative learning by interacting with others to learn and develop greater independence in writing, 2) Facebook closed group peer correction activities can give positive

effects on peer correction activities, and 3) Facebook closed group peer correction can improve the students' writing achievement.

For the qualitative data of hypotheses 1 and 2, they do not require statistical procedure to confirm the hypotheses. They are answered by the process happened in peer correction activities.

On the other hand, to prove the quantitative data of the students' writing achievement, SPSS was used to know the significance improvement of treatments effect. The hypothesis is analyzed at significance level of 0.05 in which the hypothesis is approved if $\text{Sig} < \alpha$. It means that probability of error in hypothesis is only about 5%. The hypotheses are stated as follows:

- 1) H_0 : Facebook closed group peer correction cannot improve the students' writing achievement.
- 2) H_1 : Facebook closed group peer correction can improve the students' writing achievement.

In brief, this chapter has discussed research method in order to answer the research question and achieve the objectives of the research. This chapter has also discussed the research method consisting of research design, subject of the research, data collecting techniques, research procedures, research schedule, validity and reliability, data analysis, and hypothesis testing.

V. CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusion of the discussions and also the suggestions to the other researchers and English teachers who want to utilize Facebook closed group in peer correction activities and for those who want to conduct the similar research.

5.1. Conclusions

The research concerns on exploring the students' peer correction activities through Facebook closed group and its effects on peer correction activities. To conclude, several points can be elaborated.

First of all, in relation to exploration of the students' Facebook closed group peer correction activities, there are four main activities generated and explored, namely grouping and posting, Facebook closed group peer correction, comments and suggestions, and evaluation and revision. Despite the other three main activities, namely planning, drafting, and revising, 'posting' is a new necessary step in Facebook closed group peer correction before revising, in which the students captured the image of their writing, uploaded, and posted it on their Facebook closed group. Posting seems to build the students' confidence and motivation in writing since it reflects the students' confidence in expressing their

idea in writing and eagerness to have their writing be praised and acknowledged. Besides, it is assumed that Facebook provides more time and space for the students to perform peer correction than limited time provided in traditional peer correction. Thus, the students may have a lot of practice in peer correction activities to spend a lot time reading and commenting on their students' essays which may help them develop their critical thinking. Next, giving comments and providing constructive criticism activities may boost the students' self-esteem since feedback can affect self-esteem. Finally, the feedback evaluated in evaluation and revision activities may promote the students' self-evaluation and critical thinking and develop their self-monitoring as well since the students critically compared their self-evaluation with peer evaluation on their writing due to the differences between the two evaluations.

Secondly, Facebook closed group affects peer correction activities by providing useful features, namely Spell-Checker. It is seemingly beneficial to peer correction activities since vocabulary was mostly identified by the students through Facebook closed group peer correction.

Thirdly, Facebook closed group peer correction can improve the students' writing achievement. It appears to be an effective medium in teaching writing and build positive attitude in peer correction, leading to the improvement of the students' writing achievement since the holistic score of the students' writing is improved.

In short, there are several points concluded from the students' Facebook closed group activities and its effects on peer correction activities and writing achievement.

5.2. Suggestions

In reference to the conclusions, several suggestions are given for both English teachers and further research.

5.2.1. Suggestions for English Teachers

Based on the results of the research, there are several suggestions suggested for English teachers. Firstly, there are several positive effects of Facebook closed group on peer correction activities. Therefore, it is suggested that the English teachers apply it in teaching writing. However, considering Facebook requires adequate internet connection, it is also suggested that the suitable context and setting to apply Facebook closed group peer correction be carefully taken into account, and the English teacher should also prepare the students well for employing new technology into peer correction since it is only with the instruction and supervision of the teacher and user-friendliness of the technology that effective Facebook closed group peer correction can happen.

Secondly, it was found that the highest percentage of the students' writing errors identified by the students is in term of vocabulary. The students mostly tended to focus on correcting vocabulary errors and ignored the other aspects of writing. Hence, it is suggested that the English teachers guide the students first to understand the aspects of writing before performing peer correction.

On the other hand, it was also found that the lowest percentage of the students' writing errors identified by the students through Facebook closed group peer correction is in term of organization. Henceforth, it is suggested that the English teachers guide the students in arranging ideas and sentences smoothly.

5.2.2. Suggestions for Further Research

Besides the suggestions for English teachers, there are also several points necessary for further study to concern. Firstly, it was found that Facebook and its features seem beneficial to peer correction activities. However, Facebook is just one of many social media available nowadays and it may not be convenient for some students. Therefore, it suggested for further study to employ different social media in peer correction activities to discover more findings and benefits to educational purpose.

Secondly, in relation to research design, it is suggested that further study employ true experimental design to generalize the result of the research and strengthen the internal validity due to the use of control group in the design.

Thirdly, in relation to subject of the research, further study may apply more participants in order to enhance the generalization and transferability of the finding of the research. It is also suggested that similar study can be applied in different level of students, for example senior high school level. The different context and setting may be worth investigation since it may discover new findings and values of Facebook closed group peer correction.

At last, it is also important for further studies to be focused on specific analysis of the effects of Facebook closed group peer correction on each aspect of writing improvement since this study concerns about the holistic score of writing achievement. Thus, the positive effects of Facebook closed group on each aspect of writing improvement can be fully explored.

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