ABSTRACT

WRITING ANXIETY DIFFERENCES IN WRITING QUALITY ON THE APPLICATION OF FACEBOOK-MEDIATED FEEDBACK

By

Shirtha El Rusyda

The aims of this research are to investigate the students’ writing quality after being given Facebook-mediated feedback, the differences in the students' writing quality according to the predominant dimension of writing anxiety they suffer from, and the students' feedback on their friends' writings. This research was carried out quantitatively and qualitatively and involved thirty-one students who took Intermediate Writing as a compulsory subject at Lampung University.

It was found that there was a significant difference in the students’ writing quality after the implementation of Facebook-mediated feedback. The results also revealed that there were no significant differences in the students' writing quality according to the predominant dimension of writing anxiety they suffer from. Besides, the researcher discovered that the students provided positive, negative, and constructive feedback, yet some of them still gave unclear, unspecific, and incorrect feedback.

In essence, the implementation of Facebook-mediated feedback facilitates the EFL students to make some positive development in their writing quality. The researcher also concluded that the students’ writing quality are not affected by the dissimilar predominant dimension of writing anxiety that they suffer from. Furthermore, it is concluded that the students express willingness to help their friends improve the quality of their writings by providing beneficial feedback. However, they lack awareness about the importance of giving clear and specific feedback and their incorrect feedback might ruin their friends’ writings if they accept it without questioning it.