

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

**A Thesis**

**Shirtha El Rusyda**



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
LAMPUNG UNIVERSITY  
BANDAR LAMPUNG  
2017**

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THE APPLICATION OF FACEBOOK-MEDIATED FEEDBACK**

**By  
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**A Thesis  
Submitted in a Partial Fulfillment of  
The Requirement for S-2 Degree**



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## **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.

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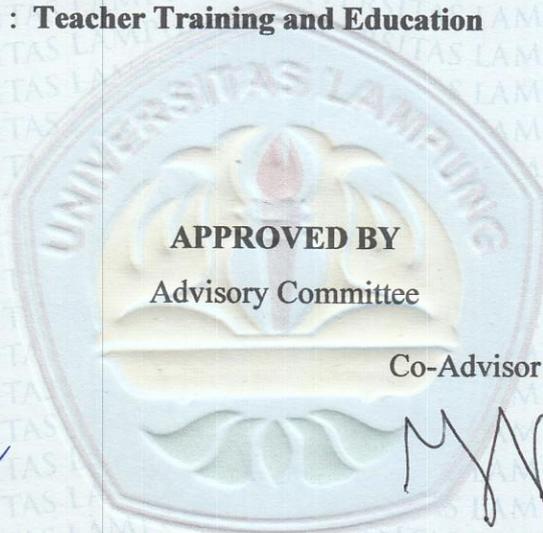
**Student's Name : Shirtha El Rusyda**

**Student's Number : 1523042023**

**Study Program : Master in English Language Teaching**

**Department : Language and Arts Education**

**Faculty : Teacher Training and Education**



**Advisor**

**Co-Advisor**

**Prof. Dr. Patuan Raja, M.Pd.**  
NIP 19620804 198905 1 001

**Hery Yufrizal, M.A., Ph.D.**  
NIP 19600719 198511 1 001

**The Chairperson of Department  
of Language and Arts Education**

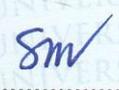
**The Chairperson of Master  
in English Language Teaching**

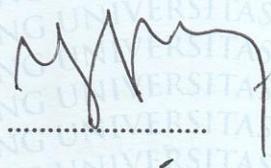
**Dr. Mulyanto Widodo, M.Pd.**  
NIP 19620203 198811 1 001

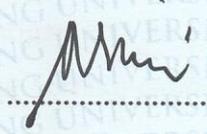
**Dr. Flora, M.Pd.**  
NIP 19600713 198603 2 001

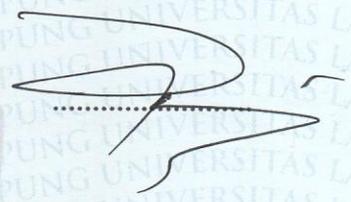
**ADMITTED BY**

**1. Examination Committee**

**Chairperson : Prof. Dr. Patuan Raja, M.Pd.** 

**Secretary : Hery Yufrizal, M.A., Ph.D.** 

**Examiners : I. Dr. Ari Nurweni, M.A.** 

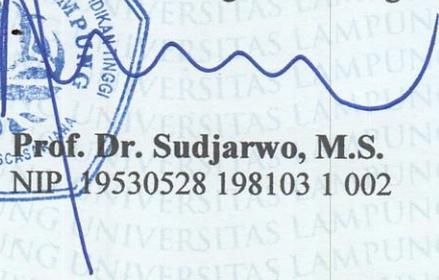
**II. Dr. Tuntun Sinaga, M.Hum.** 

**2. The Dean of Teacher Training and Education Faculty**

**Dr. Muhammad Euad, M.Hum.** 

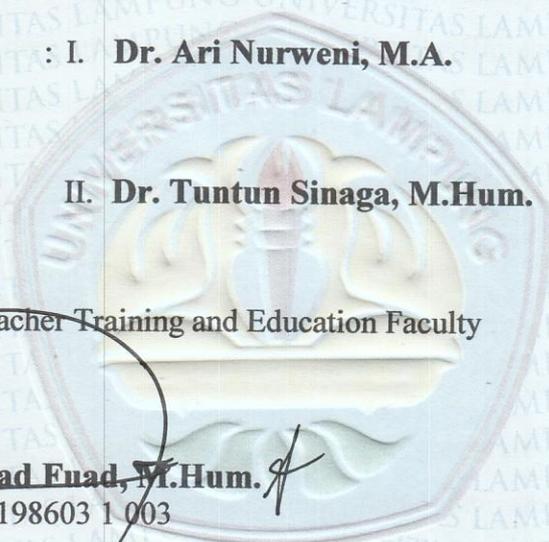
NIP. 19590722 198603 1 003

**3. Director of Postgraduate Program**

**Prof. Dr. Sudjarwo, M.S.** 

NIP. 19530528 198103 1 002

**4. Graduated on : October 25<sup>th</sup>, 2017**



## LEMBAR PERNYATAAN

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Bandar Lampung, 29 November 2017  
Yang membuat pernyataan,



Shirtha El Rusyda  
NPM 1523042023

## **CURRICULUM VITAE**

The writer's name is Shirtha El Rusyda. She was born on April 9<sup>th</sup>, 1992 in Bandar Lampung. She graduated from Al-Kautsar Kindergarten in 1998. In the same year, she studied at Al-Kautsar Elementary School and then graduated in 2004. She was registered at Al-Kautsar Junior High School in 2004 as well and finished her study in 2007. After graduating from junior high school, she continued her study at SMAN 5 Bandar Lampung and graduated in 2010. She was also registered as a freshman in English Language Teaching Study Program at Teacher Training and Education Faculty, Lampung University in 2010. Then, in 2015, she enrolled in Master in English Language Teaching Study Program, Lampung University.

## **DEDICATION**

This thesis would proudly be dedicated to:

Writer's father and mother  
Drs. Riyanto & Ir. Suhartini

Writer's older sister  
Sabila Rusyda

Writer's bestfriends

Kartodihardjo and Atmorejo Family

and

Writer's almamater, Lampung University

## **MOTTO**

“You may be disappointed if you fail, but you are doomed if you don’t try.”

(Beverly Sills, 1929 – 2007)

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The writer,

Shirtha El Rusyda

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## **I. INTRODUCTION**

This chapter discusses the basis which underlies the implementation of this research. There are several sub-topics included in this chapter, namely the background of research, research questions, the objectives of research, the uses of research, the scope of research, and definition of terms.

### **1.1. Background**

Aside from oral form, an activity of sharing idea is often done in written form. Nevertheless, presenting ideas in written form is not easy. Unlike speaking whose process happens spontaneously, writing mostly takes time as the writer needs to pass through five stages, namely pre-writing, drafting, revising, editing, and publishing (McKensie and Tomkins, 1984). Moreover, writers should also take into consideration five aspects of writing such as content, organization, vocabulary, language use, and mechanics (Jacobs et al., 1981 as cited in Weigle, 2002). Byrne (1988) even acknowledges the complexity of writing and mentions that it happens due to several reasons: first, the writer must rely on himself or herself; second, the writer must choose the right sentence structure and make the sentences link together and sequenced to keep the channel of communication open; and third, the writer must master written form of the language and knows how to organize his or her ideas so that they can be understood by the readers.

In writing course, the students usually have to pass hierarchical levels of writing, namely basic writing, pre-intermediate writing, intermediate writing, and advanced writing. For student writers, it might be difficult to pass these levels well because they often make errors in using certain linguistic components, sentence structures, and even in sequencing sentences on their work. Due to this occurrence, feedback has emerged as a way to cease learners' errors. Feedback refers to information provided by an agent regarding aspects of one's performance or understanding (Hattie and Timperley, 2007). Over the years, the application of feedback on writing process has been investigated by numerous scholars. There are some scholars who oppose the use of feedback, for instance, Truscott (1996) who claims that written error feedback is ineffective and potentially harmful. Yet, there are scholars who promote the usefulness of feedback (Abadikhah and Ashoori, 2012; Chandler, 2003; Tootkaboni and Khatib, 2014).

Feedback comes in many varieties and one of the well-known types is peer feedback. Peer feedback can be defined as students' engagement in the process of providing and receiving as well as sharing of comments and suggestions for the improvement of their peers' work (Gedera, 2012). Many previous studies have verified the value of the implementation of peer feedback in the writing process. Miao et al. (2006), for instance, claim that peer feedback is beneficial in encouraging learner autonomy. Additionally, Ion et al. (2016) argue that peer feedback helps students to better learn, develop their competencies, get engaged with the learning process and increase their self-regulation abilities. Moreover, through peer feedback, the students can learn more about writing by reading their

peers' written drafts and raise their awareness of the weaknesses in their own writings (Tsui and Ng, 2000).

However, peer feedback that is done in the class might not be well implemented due to time constraints (Rollinson, 2005). Sadat et al. (2016) also mention that even though conventional peer feedback can assist students in learning language structures and expressions, there is possibility for their anxiety to be provoked. Certain students might dislike the situation in which they have to provide or receive feedback face-to-face. Additionally, Rollinson (2005) explains that the teacher will not be able to oversee all students simultaneously through conventional peer feedback. The limited opportunity for the teachers to monitor the students' feedback might bring up the teachers' doubts and concerns in shifting responsibility to the students. In short, it can be said that the implementation of peer feedback needs to be carried out outside of the class and done through a medium that enables the teacher to monitor the students' feedback and lets the students provide feedback anytime and anywhere; which is none other than an internet.

Nowadays, it is possible to utilize the internet as a medium for supporting educational activity. Providing and receiving feedback through internet is one of the examples of the manifestation of technology on education, specifically on writing field. In the present study, the researcher would like to modify the teaching writing procedure, so that the activity of providing and receiving feedback can be carried out by using the internet. Apparently, a number of studies

have been conducted to examine the application of internet for the activity of providing and receiving feedback. Hi n (2008) conducted a study in Vietnam to compare the use of online peer feedback to teacher feedback. The findings revealed that students who received online peer feedback improved their motivation in learning to write in English and the quality of their written texts significantly, whereas motivation in writing of students that received teacher feedback remained unchanged and the quality of their written texts was slightly improved.

Xing (2014) also investigated the comparison between online peer feedback and teacher feedback in China. Likewise, the findings of Xing's study (2014) showed that implementing online peer feedback gave more improvement to students' writing skills than teacher feedback. It was also revealed that with the help of internet, the students could not feel nervous but relaxed in the process of feedback which would give more confidence and inspiration to speak out freely. Furthermore, the students regarded online feedback as the convenient and quick way to communicate with peers and comment their writings without the embarrassment made by facing to facing meeting. They also stated that online feedback really benefited them in improving English writing, such as pointing out the weakness in their compositions and getting more information to enrich their minds.

Additionally, there are other scholars who conducted studies to investigate the application of online sites like blog, wikis, email, WeChat, and Facebook for

providing feedback, for instance Elola and Oskoz, 2010; Huang, 2016; Motallebzadeh and Amirabadi, 2011; Putra, 2016; Shukor and Noordin, 2014; Wichadee, 2013; Wu, 2006; Yoke et al., 2013; Yusof et al., 2012; and Zhang et al., 2014. Amidst other kinds of online sites, Facebook has been confirmed as the world's largest social network with over 1.4 billion active users (Mehra, 2015). This social networking service is undoubtedly popular in Indonesia, especially among high school and college students as Pempek et al.'s study (2009) even showed that students use Facebook approximately 30 minutes throughout the day as part of their daily routine, regardless of how busy they were.

Other than being well-liked, Facebook also offers a tool called Facebook Group that is useful for educational activity as it enables the teacher to create a community whose members are the students. Within Facebook group, the members can share updates, photos, documents and more under specific settings of their choosing (Petronzio, 2013) and they can engage in more in-depth discussions (Sherman, 2010). In addition, the teacher is able to be the administrator of the group and can monitor the discussions held by the students. Since Facebook is extremely popular among students and offers useful tool for educational activity like Facebook Group, the researcher is interested in incorporating Facebook into the activity of providing and receiving feedback in the present study.

Apparently, Putra (2016) have conducted a study concerning the application of Facebook closed group on peer correction activities. For his study, he allowed the

students to utilize a Facebook's feature called Spell-Checker to help the students identify vocabulary errors and autocorrect the diction or word for the feedback. Additionally, the students were instructed to upload the image of their writings on Facebook closed group. His study showed that some students needed to reupload the image of their writings because the quality of the uploaded images were not that good. Nevertheless, it was discovered that Facebook closed group can improve students' writing achievement in general.

Yusof et al. (2012) also did a study to investigate whether mixed-ability ESL learners can be trained to provide good feedback to their peers via Facebook Notes on the pre-writing stage. Secondly, it seeks to understand the students' perception of peer-feedback exercise via Facebook Notes. It was discovered that students from a mixed-ability class can be trained to provide feedback to their peers. However, the students have to go through sufficient training before they are able to provide constructive feedback. Additionally, the students perceived online discussions as interesting and since they spent a lot of their personal time online, the feedback giving exercise via an online tool was not considered as a burden.

Meanwhile, in the present study, the researcher is not going to demand the students to employ Spell-Checker. Utilizing Spell-Checker in the process of providing feedback is not an obligatory activity to be performed by the students. Furthermore, unlike Yusof et al's study (2012), the focus of the present study will not only on the pre-writing stage and Facebook Notes will not be used since Yusof et al. (2012) already made use of that Facebook tool. Moreover, the

researcher will not command the students to upload the image of their writings like what has been done in Putra's study (2016) because they will be directed to write an essay. The students might write long essays, therefore, it will be more convenient for the students to simply upload their essays that are composed in the form of Microsoft Office Word on the Facebook Group. Briefly, it can be stated that the present research offers different teaching writing procedure from the previous studies.

The previous studies cited beforehand have demonstrated the advisability of Facebook for educational activity like online peer feedback. However, those studies were conducted to examine the effect of online peer feedback on students' writings in general. To researcher's knowledge, there is no study which examines writing anxiety differences in writing quality on the implementation of Facebook-mediated feedback. Typically, EFL students who attend writing course feel anxious and under pressure since they have an obligation to produce a composition in non-native language and they might experience three dimensions of writing anxiety, namely somatic anxiety, avoidance behavior, and cognitive anxiety (Cheng, 2004). Each student is likely to have a certain dimension of writing anxiety which predominates the other dimensions and the researcher is interested in investigating the differences in the students' writing quality based on the predominant dimension of writing anxiety they suffer from.

The researcher believes that it is essential to conduct this study since Ellis (2010, as cited in Zhang and Rahimi, 2014) states that the effectiveness of corrective

feedback can be determined by taking into consideration individual attribute such as anxiety. Moreover, thus far, studies regarding feedback and anxiety have only been done in the context of teacher feedback and face-to-face peer feedback (Hua, 2016; Kurt and Atay, 2007; Yastibas and Yastibas, 2015) and none has been done in the context of Facebook-mediated feedback. Therefore, a study related to anxiety should be done in the context of Facebook-mediated feedback as well.

Furthermore, the researcher believes that it is necessary to investigate the feedback that are provided by the students on their friends' writings. For the implementation of Facebook-mediated feedback, the researcher will instruct the students to contribute feedback which cover three things, namely positive feedback (value), negative feedback (concerns), and constructive feedback (suggestions). Since Cole (2006) mentions that most writers are dependent on feedback providers, it is apparent that the student writers will be reliant on those three feedback. With regard to this matter, the students' feedback should be examined to discover whether the students present the positive, negative, and constructive feedback on their friends' writings.

## **1.2. Research Questions**

In line with the background discussed beforehand, the researcher would like to seek answers to research questions presented as follows.

1. How do the students' writing quality differ after being given Facebook-mediated feedback?

2. How different are the students' writing quality according to the predominant dimension of writing anxiety they suffer from?
3. How do the students give feedback on their friends' writings?

### **1.3. Objectives**

This research will be conducted to fulfill the objectives which are presented as follows.

1. To find out the students' writing quality after being given Facebook-mediated feedback.
2. To find out the differences in the students' writing quality according to the predominant dimension of writing anxiety they suffer from.
3. To find out the feedback provided by the students on their friends' writings.

### **1.4. Uses**

The present research is expected to have the following uses:

1. Theoretically
  1. To contribute information related to Facebook-mediated feedback and its influence on the students' writing quality in general.
  2. To contribute information about the differences in the students' writing quality according to the predominant dimension of writing anxiety they suffer from.
  3. To be a reference for other researchers who want to explore Facebook-mediated feedback.

## 2. Practically

This research may provide a contribution to the English teachers who are interested in implementing Facebook-mediated feedback.

### **1.5. Scope**

This research focuses on examining 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. Writing task was employed to examine students' writing quality before and after the implementation of Facebook-mediated feedback. For the writing task, each student was required to compose an essay. In addition, the researcher distributed Second Language Writing Anxiety Inventory (SLWAI) to find out the students' writing anxiety. Moreover, the researcher observed, studied, and identified students' feedback that were posted on 'Write Art' Facebook Group to figure out how they presented feedback on their friends' writings. The researcher gathered the data from English majors who took Intermediate Writing as compulsory subject at English Language Teaching Study Program in Lampung University. Eventually, thirty-one B class students who took Intermediate Writing as a compulsory subject participated in this research.

### **1.6. Definition of Terms**

Some terms related to the topic of this present study can be defined as follows.

1. Facebook-mediated feedback

Facebook-mediated feedback is an activity of providing comments and suggestions on a writer's work via Facebook.

2. Feedback

Feedback is a response (i.e. comments and suggestions) given to work or task done by the learner so as to make her or his performance better.

3. Writing

Writing is an act of explaining the facts of particular thing in a readable and understandable form.

4. Writing Anxiety

Writing anxiety is a disturbing emotion that is caused by writing.

The researcher has elaborated the reasons that provoke her to conduct the present study and the issues which she wants to investigate in this chapter. In the following chapter, the researcher will review works of literature that are associated to the topic of the present study.

## **II. LITERATURE REVIEW**

The researcher will review works of literature related to the topic of the present study. This chapter comprises the concept of writing, teaching writing, evaluating writing, editing and feedback, peer feedback, Facebook-mediated feedback, writing anxiety, teaching writing procedure modified with Facebook-mediated feedback, advantages and disadvantages of Facebook-mediated feedback, theoretical assumption, hypotheses, and limitation of the study.

### **2.1. Writing**

Writing is a part of productive skill, just like speaking. However, writing does not work as spontaneous as speaking does. In speaking, it is acceptable if an individual wants to say something by shortening the sentences or omit unnecessary linguistic components, as the listener is able to ask for a clarification to the speaker directly. Meanwhile, if a writer wants to express ideas in written form, he or she needs to pay attention to the sentence sequence, structure, and other linguistic components as the reader is not present and cannot ask for a clarification right away. Consequently, some individuals may consider writing as a hard and time-consuming activity.

The term *writing* has been variously defined by some experts. According to Pincas (1986 as cited in Asrifan, 2015), writing is an instrument of both communication and self-expression. Furthermore, Sapkota (2012) takes writing as the act of putting down the graphic symbols that present a language in order to convey some meaning so that the reader can grasp the information that the writer has tried to impart. Additionally, Jordan (1999) defines writing as a method of human intercommunication by means of conventional visible marks. From these terms, writing can be perceived as a medium of communication in which an individual brings out ideas in a form that is readable and understandable.

Although people can express ideas through writing, the process of writing is complicated. Hamp-Lyons and Heasley (1987 as cited in Nunan, 1991) even point up that writing is undoubtedly a complex process and it is accepted as being the last language skill to be acquired. This claim is reasonable since writers, according to McKensie and Tomkins (1984), must at least pass five stages of writing process, namely:

1. Pre-writing

At this stage, the writers should firstly think why and for whom they are writing. Then, they can determine their writing topics and develop ideas about them. The writers may develop their ideas through several ways, such as brainstorming, reading, drawing, note-taking, thinking, et cetera.

## 2. Drafting

The students will start writing their first draft at this stage. The writers should use the first, rough draft to pour out and share their ideas, with little concern about spelling, punctuation, and other mechanical errors.

## 3. Revising

At this stage, the writers or their colleagues check the coherence of the draft. It should be decided which ideas already clear or still unclear, which points need to be expanded, which points need to be added or removed, and whether or not the ideas are misplaced.

## 4. Editing

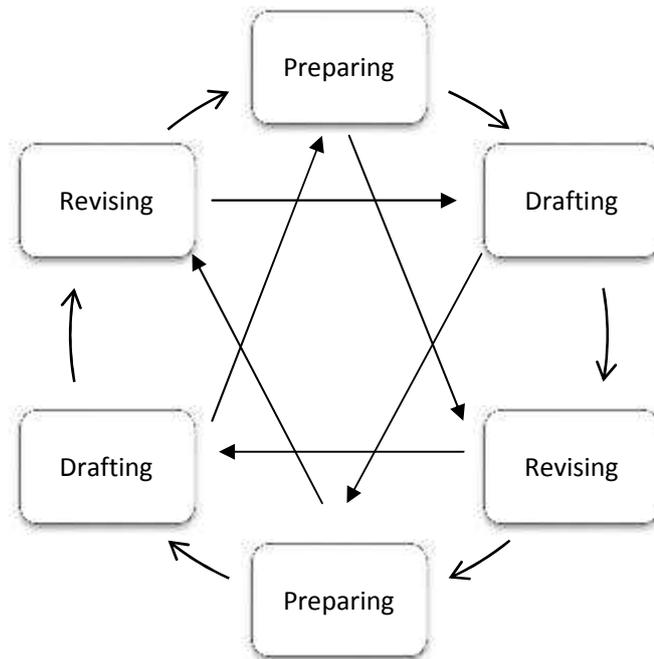
After checking the coherence of the draft, the writers or their colleagues will have to polish the writing by correcting spelling, usage, punctuation, and other mechanical errors.

## 5. Publishing

At this stage, the writers publish and share the final product of their work with an appropriate audience. Publication may take many forms, such as oral (e.g. reading the composition aloud, tape-recording it, and readers' theater), visual (e.g. creative dramatics, puppet shows, and filmstrips), and written (e.g. booklets, letters, newspapers, and anthologies).

On the contrary, Brown and Hood (1989) argue that writing process is simply divided into three main stages, such as preparing to write, drafting, and revising. Yet, they clarify that writing process in practice is often more like the graphic presented below.

**Figure 2.1. Brown and Hood's Writing Process**



Source: From *Writing Matters: Writing Skills and Strategies for Students of English* (p. 6), by Brown and Hood, 1989.

Meanwhile, Emig (1971) and Hayes and Flower (1980) as cited in Urquhart and McIver (2005) have identified other stages of writing process, namely prewriting, drafting, revising, and editing which then describe as follows:

1. *Prewriting*: the period where writers get ready to write—gathering information, organizing ideas, identifying audience and purpose, and selecting a genre.
2. *Drafting*: the production stage of getting ideas down using complete sentences and reflecting the general conventions of writing.
3. *Revising*: the time when writers review their work, checking for clarity of message, word choice, and organization.

4. *Editing*: the process of checking written work for the conventions of writing and any lingering concerns with voice, tone, and style.

Based on the explanation above, it can be noted that writing process comes in various ways. Nevertheless, among a variety of writing processes proposed by these scholars, McKensie and Tomkins's theory (1984) is the complete one. Therefore, the researcher employed their theory as a guideline for creating the teaching writing procedure.

## **2.2. Teaching Writing**

According to Harmer (1998), there are some reasons for teaching writing to the students. The first reason is the students often find it useful to write sentences using new language shortly after they have studied it. The second reason is the actual process of writing helps the students learn as they go along. The mental activity the students have to go through in order to construct proper written texts is all part of the ongoing learning experience. The third reason is it helps the students who cannot exceedingly quick at picking up the language just by looking and listening. The fourth reason is the most important reason for teaching writing; it is because writing is just as important as speaking, listening, and reading. In short, it can be said that teaching writing should be done by the language teacher as the students can earn some benefits from learning how to write.

Rivers and Temperley (1978) apparently suggest language teacher to involve the following activities in teaching writing:

1. Writing down

This activity contributes to student writers' awareness. Students either copy or reproduce without the copy in front of them. To do this accurately, they must focus their attention on the conventions of writing, such as spelling; capitalization; punctuation; paragraphing; ambiguous forms (for example: 's can represent the possessive ending; *is*, *has*, or even *does* as in *What's he do?*); number conventions; abbreviations (*etc.*, *i.e.*, *e.g.*, *p.m.*), and so on.

## 2. Writing in the language

This activity contributes to student writers' understanding of English grammar. The teacher should introduce and demonstrate the concepts of English grammar to prevent the students from writing down words from an English dictionary inserted into native-language patterns in native-language word order.

## 3. Production

This activity triggers student writers to try writing sentences in target language. They are given an opportunity to construct their own sentences to express their personal meaning and to develop their ideas in logical and coherent paragraphs within a larger discourse.

## 4. Expressive writing

This activity triggers student writers to make a composition for purposeful communication. Writing is expressive if it says what the students want it to say in the situation. The teacher should enlighten normal purposes of writing to the students so as to let them compose expressive writing. Normal purposes of writing to be informed are categorized into two main headings:

*Practical* (everyday living, social contact, getting and giving information, study purposes) and *Creative* (entertainment, self-expression).

Based on this citation, it can be implied that teaching writing is an activity which consists of a gradual process. The process begins from learning the conventions of writing until the student writers are eventually free to express ideas in readable and comprehensible writing with the intention of communication.

Furthermore, in teaching writing, the teacher should take some considerations in determining the type of writing that should be studied and written by the students. According to Harmer (1998), the teacher should consider students' age and level in choosing the type of writing for the students to do. For instance, when the students are still beginners, the teacher can ask them to write a simple description of their family. In addition, the teacher can provide writing task that is suitable to students' interest. For instance, if the student wants to work as a secretary, the teacher can choose to get them writing formal letters.

Additionally, Harmer (1998) explains that the teacher should try to get the students writing in a number of common everyday styles, such as writing postcards, letters of various kinds, writing reports, magazine articles, et cetera. The teacher can also ask the students to write text types, such as dialogues, play scripts, advertisements, or poems. In sum, it is possible for the teacher to teach any kind of writing to the students as long as it is adjusted to their age, level, or interest. In accordance with these theories, the type of writing selected as writing

task for this present study was adjusted to the students' level at the university; therefore, an essay was administered as the writing task.

According to Huxley (1959), an essay can be defined as a literary device for saying almost everything about almost anything. By tradition, an essay is also known as a short piece (Huxley, 1959). Correspondingly, Nordquist (2017) defines an essay as any short piece of nonfiction. Thus, it can be implied that an essay is a writing that is composed to explain particular thing and is written based on facts. Typically, an essay is formatted in five paragraphs as follows:

1. An introductory paragraph

A paragraph that is composed to pique the interest of the reader and identify the topic and purpose of the essay and often ends with a thesis statement (Nordquist, 2017).

2. Three body paragraphs

The part of an essay that explains and develops the main idea (or *thesis*) (Nordquist, 2017). According to Moore and Cassel (2010), body paragraphs open with a topic sentence and include evidence, a discussion of the evidence, and a clear link between the paragraph's subject matter and the thesis claim.

3. A concluding paragraph

A paragraph that brings an essay to a satisfying and logical end (Nordquist, 2017). Kennedy, et al. (2014) explain that a writer can conclude an essay by following these several options:

- Restate the thesis of the essay
- Mention the broader implications or significance of the topic.

- Give a final example
- Offer a prediction for the future.
- End with the most important point
- Suggest how the reader can apply the information that have been provided.
- End with a bit of drama or flourish.

In the present study, the writing teacher taught the students how to write an essay and asked them to create an essay. Moreover, instead of demanding the students to write an essay with similar topic, the teacher allowed them to decide the topic of their own essays.

### **2.3. Evaluating Writing**

Commonly, the teacher gives an evaluation to students' writings after they finish composing their writings. It is done to make sure whether students' writings are already good or not. The evaluation of the students' writing quality should be taken into account by all language teachers and always be done at the end of writing activity.

The teacher can evaluate the students' essays by looking at five writing components, namely content, organization, vocabulary, language use, and mechanics. Each of these components is weighted differently: content (30 points), organization (20 points), vocabulary (20 points), language use (25 points), and mechanics (5 points). The points awarded for each of writing components is based on the criteria featured in the scale below.

Table 2.1. Jacobs et al. Composition Profile

| Student:            |       | Date:                                                                                                                                                   | Topic:  |
|---------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Score               | Level | Criteria                                                                                                                                                | Comment |
| <b>Content</b>      | 30-27 | EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic                                       |         |
|                     | 26-22 | GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail                |         |
|                     | 21-17 | FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic                                                         |         |
|                     | 16-13 | VERY POOR: does not show knowledge of the subject • non-substantive • not pertinent • OR not enough to evaluate                                         |         |
| <b>Organization</b> | 20-18 | EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/supported • succinct • well-organized • logical sequencing • cohesive                  |         |
|                     | 17-14 | GOOD TO AVERAGE: somewhat choppy • loosely organized, but main ideas stand out • limited support • logical, but incomplete sequencing                   |         |
|                     | 13-10 | FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and developing                                                     |         |
|                     | 9-7   | VERY POOR: does not communicate • no organization • OR not enough to evaluate                                                                           |         |
| <b>Vocabulary</b>   | 20-18 | EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register                          |         |
|                     | 17-14 | GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>                                   |         |
|                     | 13-10 | FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>                                   |         |
|                     | 9-7   | VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate                              |         |
| <b>Language Use</b> | 25-22 | EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions |         |
|                     |       | GOOD TO AVERAGE: effective but simple constructions • minor problems in complex                                                                         |         |

|                    |               |                                                                                                                                                                                                                                              |  |
|--------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                    | 21-18         | constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>                                                                                         |  |
|                    | 17-11         | FAIR TO POOR: major problems in simple constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions <i>meaning confused or obscured</i> |  |
|                    | 10-5          | VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate                                                                                                      |  |
| <b>Mechanics</b>   | 5             | EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing                                                                                                              |  |
|                    | 4             | GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>                                                                                                                    |  |
|                    | 3             | FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>                                                                                                |  |
|                    | 2             | VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate                                                                        |  |
| <b>Total Score</b> | <b>Reader</b> | <b>Comment</b>                                                                                                                                                                                                                               |  |

Source: From *Assessing Writing* (p. 116), by Weigle, 2002.

Eventually, the researcher referred to the scale above to evaluate the students' essays. This scale was chosen because it provides detailed information about the students' performance in different aspects of writing and it has been adopted by numerous college-level writing programs (Weigle, 2002).

#### 2.4. Editing and Feedback

Editing is one of the stages included in writing process. Hale (2013) states that editing involves the close-up view of individual sentences and words and it needs

to be done after the writers have made revisions on a big scale. Based on this definition, it can be noted that editing is different from revising. Revising allows us to check the whole arrangement of our text, whereas editing lets us make sure the small part of the text such as sentence, word, or punctuation is in the right form and position.

Editing usually couples with feedback given by an editor or writers' colleagues. Ur (1991) defines feedback as information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance. Correspondingly, Hattie and Timperley (2007) describe feedback as information provided by an agent regarding aspects of one's performance or understanding. Therefore, it can be inferred that feedback is a response (i.e. comments and suggestions) given to work or task done by the learner so as to make her or his performance better.

There are three things which can be given by feedback providers to writers, they are positive, negative, and constructive feedback. Positive feedback refers to feedback which motivates the writer to keep writing (Cole, 2006), while negative feedback is defined as feedback which is designed to 'fix' your 'mistakes' as a writer (Edel, 2010), and constructive feedback is feedback which highlights how a writer could do better next time (Landsberg, 2003). Based on these definitions, it can be implied that positive, negative, and constructive feedback serve different purposes. It appears that positive feedback might boost up writers' self-confidence and encourage them to continue writing. Negative feedback, on the other hand, is

given to make writers aware of writing mistakes. Meanwhile, constructive feedback is provided to help writers correct their writing mistakes so that they are able to improve the quality of their writings.

According to Lanley (2010), there are some models of positive feedback which can be used by feedback providers. The models are presented as follows.

- *This thesis statement is very clear. When I read it, I know exactly what your essay will be about.*
- *This paragraph is full of details. This one even made me laugh. This one gave me a clear image in my mind.*
- *Your introduction really grabbed my attention. I wanted to keep reading.*
- *This transition word is perfect for shifting to the next main idea.*
- *I love how you wrapped up all the main points at the end. Your clincher was very strong.*
- *Great use of comma and a conjunction to join to independent clauses!*
- *This is a superb word choice.*
- *Wow, there are no run-on sentences in this entire essay.*
- *You didn't get tricked by the its/it's thing. Good job!*

Furthermore, Brookhart (2008) provides some examples of negative feedback which can be used by feedback providers as follows.

- *This report probably wouldn't convince a reader who didn't already agree we should recycle. What else could you do to make a more convincing argument?*
- *You didn't answer the second part of the question. How would you know if you had all possible combinations?*
- *Did you check your spelling? See if you can find two misspelled words.*

Moreover, the following are examples of constructive feedback suggested by Eaglescliffe (2017).

- *I found the first chapter very difficult to follow as there were so many new characters being introduced every few lines.*
- *The action in the opening chapter needs to be made more focused and easier to follow.*
- *Perhaps you could concentrate on the action of a few key characters and introduce others in the next chapter?*

- *This would result in a much clearer narrative and I would be more engaged in the story.*

In relation to these examples, it can be stated that positive, negative, and constructive feedback given by feedback providers should be specific. Specific feedback will help writers improve by addressing their strengths and weaknesses directly (Hockett, 2017). The examples also illustrate that feedback should be clear and concise (Chando, 2015). Additionally, feedback providers should deliver feedback carefully through language which is not offensive and upsetting so that writers will not get annoyed or distressed.

Evidently, feedback provision on writing process is still being a debatable issue among researchers. There are several scholars who make claims about the ineffectiveness of feedback, for example Semke (1984 as cited in Beuningen et al., 2008) who conducted a study to compare the effects of error correction to the effects of content-focused comments and discovered that error correction had no effect on students' accuracy and a negative effect on their written fluency. Another example is Truscott (1996) who declares that written corrective feedback is ineffective and potentially harmful.

In contrast, some scholars argue that feedback provision on writing process does not cause unfavourable circumstances to language learners. Abadikhah and Ashoori (2012), for example, found that the students who received written feedback on their productions outperformed those who did not receive feedback. In addition, Chandler's study (2003) revealed that having the teacher either

correct or underline for student self-correction all the grammatical and lexical errors in the autobiographical writing, followed by revision, resulted in a significant improvement in both accuracy and fluency. Furthermore, Tootkaboni and Khatib (2014) discovered that direct feedback strategies could have a positive role on improving writing accuracy short term and indirect feedback strategies were effective in long run.

Based on these explanations, it can be inferred that various scholars have dissimilar opinions about feedback provision on writing process. These varieties of judgement show that the effectiveness of feedback provision is regarded as a contentious matter and this offers a chance for further study. Therefore, the researcher believes that a study regarding the effectiveness of feedback provision on writing process is still necessary to be conducted.

## **2.5. Peer Feedback**

Feedback can be classified into two common types, namely teacher and peer feedback. The former is defined as feedback from a source (the teacher) to a recipient in the form of information about the correctness, accuracy, or appropriateness of the recipient's past performance (Mottet, 2008 as cited in Maarof et al., 2011). The latter, in contrast, refers to students' engagement in the process of providing and receiving as well as sharing of comments and suggestions for the improvement of their peers' work (Gedera, 2012).

These days, peer feedback is far preferable to be implemented in writing course since its benefits have been demonstrated by a number of scholars. Falchikov (1995 as cited in Lee and Liu, 2013) argues that it is highly beneficial for students to receive the feedback of others, and it enhances their reflective and analytical abilities. Likewise, Tsui and Ng (2000) claim peer feedback allows the students learn more about writing by reading their peers' written drafts and raise their awareness of the weaknesses in their own writings.

Furthermore, Miao et al.'s study (2006) revealed that peer feedback is beneficial in encouraging learner autonomy. Hirose (2008 as cited in Kunwongse, 2013) also states that the results of dynamic interactions between peers during peer feedback sessions can cover multiple functions such as asking questions, giving additional related information, making suggestions, enhances students to work cooperatively, benefit from each other, improve their writing, and communication skills in English. In addition, Ion et al. (2016) point out that peer feedback helps students to better learn, develop their competencies, get engaged with the learning process, and increase their self-regulation abilities.

However, in spite of these benefits, peer feedback that is conducted face-to-face still has several drawbacks. Sadat et al. (2016) mention that even though conventional peer feedback can assist students in learning language structures and expressions, there is possibility for their anxiety to be provoked. Likewise, Rollinson (2005) states that some students may not feel comfortable with certain aspects of the social interaction demanded by peer feedback. It is potential for

certain students to feel uneasy when they are told to provide peer feedback face-to-face. Furthermore, Rollinson (2005) explains that the teacher will not be able to oversee all students simultaneously through conventional peer feedback. The limited opportunity for teachers to monitor the feedback provided by the students might bring up teachers' doubts and concerns in shifting responsibility to the students. Among these drawbacks, the main weakness of conventional peer feedback is possibly time constraints. According to Rollinson (2005), the implementation of face-to-face peer feedback might be interrupted due to time constraints. Consequently, this condition might affect the quality of feedback given by the students.

Based on these citations, it can be inferred that the implementation of peer feedback should be carried out outside of the class and done through a medium that allows the students to provide their feedback anytime and anywhere and lets the teacher to monitor the students' feedback; that is an internet.

## **2.6. Facebook-mediated Feedback**

Facebook-mediated feedback can be regarded as a form of advancement in the study of feedback. Nowadays, it is possible to implement Facebook-mediated feedback due to the existence of Facebook and internet. Researches have shown that providing and receiving feedback online is beneficial for the students. It can improve students' motivation in learning to write in English and the quality of their written texts (Hin, 2008). Specifically, it also helps the students gain some improvement in their sentence structure, grammar, and vocabulary and encourages

them to make the corrections to the errors committed (Yoke et al., 2013). Moreover, online peer feedback helps the students in developing their writing skills and benefits them in improving English writing, such as pointing out the weakness in their compositions and getting more information to enrich their minds (Xing, 2014).

Apparently, there is a chance for Facebook-mediated feedback to be employed in two different kinds of learning environment: synchronous and asynchronous. Higley (2013) explains that synchronous learning offers students and teachers with multiple ways of interacting, sharing, and the ability to collaborate and ask questions in real-time through synchronous learning technologies. The examples of synchronous media include video conferencing, webcasts, interactive learning models, and telephone conferences (Er et al., 2009 and eLearners.com, 2012 as cited in Higley, 2013). Meanwhile, Hrastinski (2008) notes that asynchronous learning supports work relations among learners and with teachers even when participants cannot be online at the same time. The media that can facilitate asynchronous learning include email and discussion board. In short, it can be said that asynchronous learning offers more flexibility than synchronous learning. When the students are required to provide feedback, time flexibility might be something that is badly needed by them. Therefore, the teacher can put into practice asynchronous learning over synchronous learning.

Other than email and discussion board, Facebook can facilitate asynchronous learning as well. Facebook is a well-known social networking service and has been confirmed as the world's largest social network with over 1.4 billion active

users (Mehra, 2015). Anyone can register themselves to the site and communicate with people from different country since it is accessible worldwide, including in Indonesia. Facebook is incredibly popular among students. A research conducted by Pempek et al. (2009) even showed that students use Facebook approximately 30 minutes throughout the day as part of their daily routine, regardless of how busy they were. Facebook is useful for educational activity as well since it enables the teacher to create a group whose members are the students. The teacher may utilize Facebook Group as an online classroom. Within Facebook Group, the members can share updates, photos, documents and more under specific settings of their choosing (Petronzio, 2013) and they can engage in more in-depth discussions (Sherman, 2010). Moreover, the teacher is able to be the administrator of a group and can monitor the discussions held by the students. Thus, the researcher assumes that Facebook might be a great site for the application of online peer feedback since it is well-liked and allows the teacher to build an online community as a place for discussions for the students.

Several studies have been managed to explore the effectiveness of Facebook for online peer feedback. Shukor and Noordin's study (2014) revealed that students participated in Facebook collaborative writing groups displayed slightly higher scores compared to face-to-face collaborative writing groups. Similarly, Wichadee (2013) found that feedback that is given on Facebook had an effect on improving students' revised drafts and the students gave positive attitude on the use of Facebook for peer feedback in the English class. Ratna Nurlia (personal communication, August 27th, 2016) also discovered that online peer feedback

through Closed Group Facebook could contribute to the improvement of students' writing skills. Moreover, Yusof et al.'s study (2012) showed that online discussions and peer feedback via Facebook Notes were considered as interesting and not a burden by the students. Based on these previous studies, it can be implied that providing and receiving feedback through Facebook might be beneficial for developing the quality of the students' writings and making them feel at ease in providing feedback.

## **2.7. Writing Anxiety**

Over the years, many scholars have proposed various definitions of anxiety. According to Zeidner and Matthews (2011), anxiety is a psychological state in which the person's sense of uneasy suspense and worry is triggered by ambiguous circumstances. Furthermore, it refers to general feelings of uneasiness and distress about an unspecified, diffuse, uncertain, and often formless form of threat or danger (Zeidner and Matthews, 2011). Meanwhile, Krech and Crutchfield (1965 cited in Kouidou-Giles and McKee, 1971) perceive anxiety as "a state of apprehension by the person in which the source is usually not as specifically perceived as in fear: it often pertains to anticipations of future danger, such as punishment, or threats to self esteem. Anxiety typically leads to defensive reactions intended to allay or avoid the anxiety". Correspondingly, Zeidner and Matthews (2011) state that anxiety is often future-oriented; often, it accompanies concerns over possible disasters that the person anticipates. Based on these citations, it can be inferred that anxiety is a disturbing emotion suffered by an individual due to bad thought over particular event.

Anxiety can interfere in anyone's life, including college students. Hoffman (2015) notes that anxiety has always played a role in the developmental drama of a student's life, however nowadays it has surpassed depression as the most common mental health diagnosis among college students. With regard to education, anxiety can play significant role in students' learning and academic performance (Tobias, 1979 as cited in Fatma, 2015). Fatma (2015), in her study, found that anxiety had an impact on students' academic achievement in which it decreased learning capabilities and hindered excellent academic performance. Furthermore, Lyneham (2009) mentions other academic consequences of anxiety, such as 1) anxiety leads to poor academic performance and under achievement, 2) anxiety leads to poor engagement in class, 3) anxiety leads to school refusal, 4) anxiety leads to drop out, and 5) academic consequences lead to long term economic losses for individual and society. Moreover, it appears that anxiety can be categorized into three types:

1. Trait anxiety

It is recognized as a more permanent predisposition to be anxious (Scovel, 1978 as cited in Ellis, 1994). It is viewed as an aspect of personality (Ellis, 1994).

2. State anxiety

It is a kind of apprehension that is experienced at a particular moment as a response to a definite situation (Spielberger, 1983 as cited in Ellis, 1994). This kind of anxiety is a combination of trait and situation-specific anxiety (Ellis, 1994).

### 3. Situation-specific anxiety

It is defined as anxiety which is aroused by a specific type of situation or event such as public speaking, exams, or class participation (Ellis, 1994).

In the case of language learning, anxiety suffered by ESL or EFL students is labeled as situation-specific anxiety, since it is occurred in well-defined situation (MacIntyre and Gardner, 1991). Obviously, one of the language learning activities which could potentially brings up ESL or EFL students' anxiety is writing. Foreign language students who attend a writing course often experience writing anxiety; which can be defined as the negative feelings that writers have when they attempt to produce ideas and words (Wynne, 2010). Furthermore, Wynne (2010) adds that writing anxiety can prevent writers from being successful in their writing. In other words, the presence of writing anxiety might hinder the process of writing a text. Essentially, there are three-dimensional conceptualizations of writing anxiety:

#### 1. Somatic Anxiety

Somatic anxiety refers to one's perception of the physiological effects of the anxiety experience, as reflected in increased autonomic arousal of unpleasant feelings, such as nervousness and tension (Morris, Davis, and Hutchings, 1981 as cited in Cheng, 2004).

#### 2. Avoidance Behavior

Avoidance behavior refers to the behavioural aspect in the avoidance of writing (McKain, 1991 as cited in Cheng, 2004).

#### 3. Cognitive Anxiety

Cognitive anxiety refers to the mental aspect of anxiety experience, including negative expectations, preoccupation with performance and concern about others' perception (Morris, Davis, and Hutchings, 1981 as cited in Cheng, 2004).

Based on these dimensions, Cheng (2004) has developed a scale called Second Language Writing Anxiety Inventory (SLWAI) to identify students' writing anxiety which contains items relating to increased physiological arousal (somatic anxiety); indicative of avoidance behavior (avoidance behavior); and items that deal with perception of arousal and, in particular, worry or fear of negative evaluation (Cheng 2004). This scale has been used widely by a lot of researchers to examine writing anxiety, both in the ESL (Foroutan and Noordin, 2012; Golda, 2015) and EFL context (Jafari et al, 2014; Kurt and Atay, 2007; Yastibas and Yastibas, 2015).

Based on the citations above, it can be stated that anxiety plays a role in educational process. It was reported that anxiety might influence students' behaviour in the class, students' academic performance, and even hinder the process of writing a text.

## **2.8. Teaching Writing Procedure Modified with Facebook-mediated Feedback**

For the present study, the researcher constructed a teaching writing procedure that was modified with Facebook-mediated feedback. The procedure was constructed

based on McKensie and Tomkins's theory (1984) and the procedure of face-to-face peer review proposed by Bhatnagar (2016) as follows.

1. The teacher divides students into groups of 4, if the project is an individual project. For group projects, the teacher combines 3 groups to make one big group. In each big group there will be a presenter group and the rest of the students form the audience.
2. The presenter(s) present the project to the audience.
3. Clarify - The audience asks clarifying questions to help fully understand and the presenter(s) responds.
4. Value – Audience members discuss what they liked and say something nice about what they saw/heard. Presenters take notes.
5. Concerns – Audience members discuss their concerns with each other. Presenters take notes.
6. Reflect – Presenters reflect on the feedback. Audience listens.
7. Suggest – Audience shares ideas and suggestions. Presenters may respond and take notes.
8. Repeat steps 2 – 7 for each presenter group.
9. Students return to their projects and incorporate at least two of the suggestions they received.

The teaching writing procedure that was modified with Facebook-mediated feedback is illustrated as follows.

- **Pre-Writing**

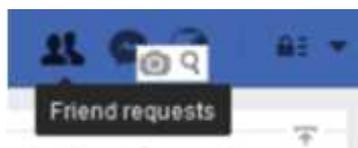
1. The teacher tells the students to create an essay.

2. The teacher asks the students to form groups of three to four students and informs them that they will provide feedback on each other's essay on Facebook group.
3. The teacher lists students' Facebook account and sends a friend request to their account. The students must accept teacher's friend request by following the steps below:

- 1) Login to your Facebook account



- 2) Click 'Friend Requests' icon in the big blue bar on top of your Facebook page.



- 3) Click 'Confirm' button to accept the friend request.



4. After being mutual friend with the students on Facebook, the teacher adds their Facebook accounts into 'Write Art' Facebook Group by following these steps:
  - 1) The teacher logs in to her Facebook account.
  - 2) The teacher goes to 'Write Art' Facebook Group, then click 'Members' below the group photo and click 'Add' to add them to the group.
5. The students start organizing ideas and make the outline of the essay.

- **Drafting**

1. The teacher asks the students to compose their essays in the form of Microsoft Office Word and name their files in this format: student's name\_group number\_draft number (for example: Shirtha El Rusyda\_3\_1).
2. The students compose their essays.

- **Revising**

1. The students submit their essays in Facebook Group on the scheduled day by following the instruction below.

How to submit your essay in 'Write Art' Facebook Group

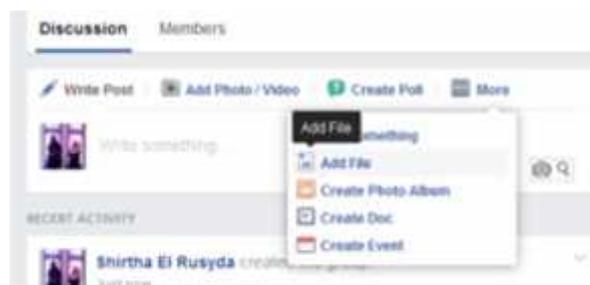
- 1) Login to your Facebook account



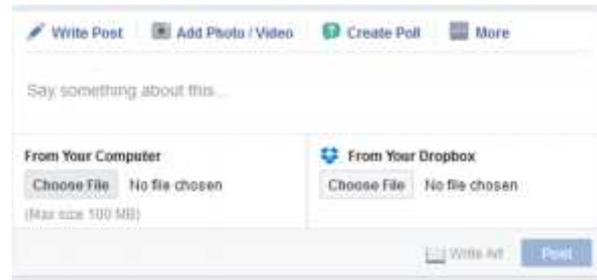
- 2) Search and click 'Write Art' group



- 3) At 'Write Art' group, click 'More' => 'Add File' at the top.



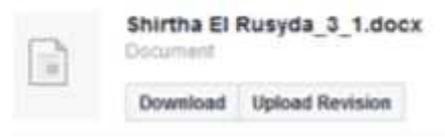
- 4) Click 'Choose File' to select an essay from your computer and then click 'Post'



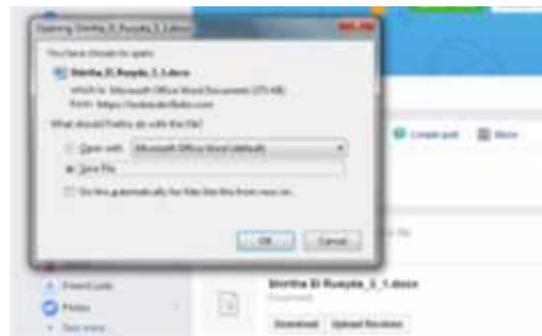
2. The students shall provide feedback by following the instruction below.

How to provide feedback on your group member's essay

- 1) Search your group member's essay (*for example: Shirtha El Rusyda\_3\_1*) and click 'Download'.



- 2) Save the file into your computer and open it.



- 3) Read the essay thoroughly and provide your feedback in English on the comment box below the essay that you have downloaded.



- 4) The feedback must be specific and related to five aspects of writing, namely:

- a. Content

- Does the introduction include a thesis statement?

- Are the examples provided by the writer relevant to the thesis statement?
- Does the conclusion link back to the thesis statement?
- ...

b. Organization

- Does the essay has an inviting title?
- Does the essay contain an introduction, developmental paragraphs, and a conclusion?
- Are the paragraphs well-organized and logically sequenced?
- Has the writer provided any transitional words and phrases?
- ...

c. Vocabulary

- Do you find any incorrect word usage in the essay?
- Are there any words that could be replaced so that ideas become clearer?
- ...

d. Language Use

- Are there any grammatical inaccuracies?
- Do you find any sentences with unclear meaning?
- ...

e. Mechanics

- Do you find any incorrect spellings in the essay?
- Do you see any incorrect punctuation marks and capitalizations in the essay?
- ...

5) Feedback provided shall cover three things: you point out what you like from the essay (Value), you tell your concerns about the essay (Concerns), and share your ideas and suggestions for the improvement of the essay (Suggestions).

- 6) You are allowed to ask clarifying questions to the owner of the essay on the comment box to help fully understand its content.

- **Editing**

1. The students reflect on the feedback.
2. The students edit their essay by following the instruction below.
  - 1) You shall return to your essay after receiving the feedback.
  - 2) You are required to edit your essay and incorporate at least two of the suggestions you received.
  - 3) The edited essay must be submitted to the teacher on the scheduled day in form of hard and soft copy.

- **Publishing**

After the students edit their essays, they might display their writings on the wall magazine.

The researcher made an attempt to implement the teaching writing procedure that was modified with Facebook-mediated feedback and has been illustrated above in the present study.

## **2.9. Advantages and Disadvantages of Facebook-mediated Feedback**

Implementing Facebook-mediated feedback might offer some advantages and disadvantages. Since Facebook-mediated feedback utilizes technology (such as computer and the internet) on its implementation, the advantages which can be attained are:

1. The ability to give feedback anytime and anywhere.
2. The students can feel more comfortable in providing feedback.

3. The students can have the ability to multitask; they can do another thing while giving feedback.

On the other hand, the use of technology may present some disadvantages, such as:

1. Unpredictably, the students might encounter a blackout while providing feedback through internet.
2. Sometimes, the data sent through the internet cannot be delivered due to system error or the servers go down.

### **2.10. Theoretical Assumption**

Since some previous studies, for instance Wichadee's (2013) and Hi n's study (2008), have demonstrated the benefit of utilizing online peer feedback, the researcher assumes that the implementation of Facebook-mediated feedback will facilitate the students in improving the quality of their writings. Furthermore, it is assumed that there will be differences in the students' writing quality according to the predominant dimension of writing anxiety they suffer from since Cheng (2004) explains that each dimension of writing anxiety comes with dissimilar symptoms. The researcher presumes that the dissimilar symptoms of writing anxiety will affect the quality of students' writings differently. Additionally, it is presumed that the students will provide positive, negative, and constructive feedback clearly and specifically like what have been illustrated by Lanley (2010), Brookhart (2008), and Eaglescliffe (2017).

### **2.11. Hypotheses**

The researcher would like to formulate hypotheses which are presented as follows:

1. The students' writing quality will be different after being given Facebook-mediated feedback.
2. There will be differences in the students' writing quality according to the predominant dimension of writing anxiety they suffer from.
3. The students will provide positive, negative, and constructive feedback on their friends' writings.

### **2.12. Limitation of the Study**

The researcher modified the teaching writing procedure with Facebook-mediated feedback in the present study. Moreover, the modification was adjusted and applied to English Language Teaching (ELT) students. Hence, during the implementation of Facebook-mediated feedback, the ELT students must provide their feedback in English and the feedback should be related to five aspects of writing (namely content, organization, vocabulary, grammar, and mechanics) and should cover positive, negative, and constructive feedback.

In sum, this chapter has presented works of literature which might support the results of this study. In the next chapter, the researcher will explain the methods that were used to discover answers for the research questions presented in Chapter

1.

### III. METHODS

This chapter discusses matters concerning about research design, variables of the research, population and sample of the research, instruments of the research, validity and reliability of the instruments, research procedure, data analysis, and hypotheses testing. Further explanation of the contents can be seen below.

#### 3.1. Research Design

This research was carried out quantitatively and qualitatively. The research design employed to find out the students' writing quality after being given Facebook-mediated feedback and writing anxiety differences in writing quality on the implementation of Facebook-mediated feedback was presented as follows:

|         |    |
|---------|----|
| T1 X T2 | L1 |
|         | L2 |
|         | L3 |

Note:

T1 = Time 1  
T2 = Time 2  
X = Facebook-mediated Feedback  
L1, L2, L3 = Dimensions of writing anxiety

(Setiyadi, 2006)

In Time 1, the researcher collected students' first drafts to know their prior writing quality before the treatment began. After that, the researcher conducted Facebook-mediated feedback as the treatment. In time 2, students' final drafts were collected to examine their writing quality after the treatment was carried out. Then, students' writing quality were distinguished according to the predominant dimension of writing anxiety they suffer from. In addition, the researcher observed, studied, and identified the students' feedback that were posted on 'Write Art' Facebook Group to discover how they provided feedback on their friends' writings.

### **3.2. Variables**

There are three kinds of variable presented in this research: independent, dependent, and intervening variable. Independent variable is defined as a variable the experimenter manipulates (i.e. changes) assumed to have a direct effect on the dependent variable (McLeod, 2008). The independent variable of this research was Facebook-mediated feedback. Meanwhile, dependent variable is a variable the experimenter measures, after making changes to the independent variable that are assumed to affect the dependent variable (McLeod, 2008). Students' writing quality was the dependent variable of this research. Setiyadi (2006) states that intervening variable is a variabel which affects the relation between the dependant variable and independent variable. The intervening variable of this research was students' writing anxiety.

### **3.3. Population and Sample**

This research was carried out at English Language Teaching Study Program in Lampung University. Particularly, the researcher gathered the data from English majors who took Intermediate Writing as compulsory subject. Therefore, the population of this research was all intermediate students of English Language Teaching Study Program of Lampung University. The researcher chose one intermediate class as the sample of this research. Eventually, thirty-one B class students who took Intermediate Writing as a compulsory subject participated in this research.

### **3.4. Instruments**

There are two kinds of instrument used by the researcher in the present study. The instruments are presented as follows:

1. Writing Task

The researcher employed writing task to investigate the difference in the students' writing quality after the implementation of Facebook-mediated feedback. For this task, each student was required to compose an essay. The students' essays submitted before the treatment began were considered as their first drafts. Meanwhile, the essays that had been revised and edited after the treatment were considered as the students' final drafts. The task was given by the Intermediate Writing lecturer.

2. Second Language Writing Anxiety Inventory

Second Language Writing Anxiety Inventory (SLWAI) developed by Cheng (2004) was distributed by the researcher to find out the dimension of writing

anxiety. SLWAI is a 22-items questionnaire that has been used widely by scholars to identify both ESL and EFL students' writing anxiety. It is formatted in five-point Likert Scale ranging from 1 (strongly disagree), 2 (disagree), 3 (uncertain), 4 (agree), 5 (strongly agree). There are seven items (1, 4, 7, 17, 18, 21, and 22) negatively worded in this questionnaire, thus reversed score was used in analyzing these items. After scoring the responses of each item of the questionnaire, the researcher calculated the mean of each dimension of writing anxiety. Afterwards, the researcher examined the predominant dimension of writing anxiety that was experienced by each student through comparing the mean of each dimension of writing anxiety and identifying the highest mean among the dimensions.

### **3.5. Validity and Reliability**

According to Fraenkel and Wallen (2009) validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes. Validity comes in various types, such as face validity, content validity, construct validity and empirical validity (Heaton, 1988). In measuring the validity of instruments, the researcher employed content and construct validity. Content validity can be defined as a consistency of the content and format of the instrument with the definition of the variable and the sample of subjects to be measured, whereas construct validity is "the nature of the psychological construct or characteristic being measured by the instrument" (Fraenkel and Wallen, 2009). Meanwhile, reliability refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another

(Fraenkel and Wallen, 2009). It is necessary to ensure the instruments used for collecting the data are valid and reliable. Thus, the validity and reliability of instruments formerly mentioned will be presented as follows.

### 3.5.1. Validity and Reliability of Writing Task

The type of writing chosen for the task was adjusted to the students' learning contract and their level, that was Intermediate level, to obtain the content validity. At the time of the research, the students learned how to write an essay from the Intermediate Writing lecturer. Therefore, after studying the theory of essay production, the lecturer instructed the students to compose an essay as their writing task. Meanwhile, the construct validity were obtained by employing Jacobs et al's theory (1981 as cited in Weigle, 2002) about aspects of writing to evaluate the students' essays. Aspects of writing that were evaluated can be seen in Table 3.1.

**Table 3.1. Specification for Aspects of Writing**

| No    | Aspect       | Percentage |
|-------|--------------|------------|
| 1.    | Content      | 30%        |
| 2.    | Organization | 20%        |
| 3.    | Vocabulary   | 20%        |
| 4.    | Language Use | 25%        |
| 5.    | Mechanics    | 5%         |
| Total |              | 100%       |

Furthermore, inter-rater reliability was used to identify the reliability of the essay. The researcher and her colleague, Fefiyana, S.Pd., acted as the raters and evaluated each of essay made by the students. The researcher checked the reliability of the essay through Statistical Package for Social Sciences (SPSS) 23.0

for Windows and used the following standard of reliability to perceive its reliability.

- A very low reliability      ranges from 0.00 to 0.19
- A low reliability            ranges from 0.20 to 0.39
- An average reliability      ranges from 0.40 to 0.59
- A high reliability            ranges from 0.60 to 0.79
- A very high reliability      ranges from 0.80 to 0.100

**Table 3.2. Results of the Inter-reliability of First Drafts**

| Cronbach's<br>Alpha | N of Items |
|---------------------|------------|
| .972                | 2          |

The results of SPSS calculation above showed that the reliability of the students' first drafts was 0.97. Therefore, it can be believed that the reliability of their first drafts was very high as the standard of very high reliability ranges from 0.80 to 0.100.

**Table 3.3. Results of the Inter-reliability of Final Drafts**

| Cronbach's<br>Alpha | N of Items |
|---------------------|------------|
| .964                | 2          |

The results of SPSS calculation above showed that the reliability of the students' final drafts was 0.96. Based on the results, it can be believed that the reliability of their final drafts was very high as the standard of very high reliability ranges from 0.80 to 0.100.

### **3.5.2. Validity and Reliability of Second Language Writing Anxiety Inventory**

Content validity was attained from this inventory since it was specifically developed by Cheng (2004) to measure and identify the students' writing anxiety. In addition, the researcher used experts' judgement to verify the content of the inventory. The researcher asked the help of her advisors to examine the items of SLWAI which have been translated into Indonesian. The reasons the researcher chose the first advisor to judge the content of the inventory are that he has long experience of teaching writing and has contributed an international article as well as a book that deals with writing. Furthermore, the researcher chose the second advisor to examine the content of SLWAI because he has had lots of experience in teaching English and is very knowledgeable about anxiety and has published a book whose content discusses about anxiety.

Based on the experts' judgement, the researcher was allowed to administer the inventory, yet she was suggested by one of the advisors to change the translation of item number 12. Therefore, the researcher asked the aid of her colleagues to evaluate the translation of item number 12, then she altered the translation before conducting the research. Moreover, Cheng (2004) states that there are three-dimensional conceptualization of writing anxiety, namely somatic anxiety, avoidance behavior, and cognitive anxiety. These three dimensions were measured by the inventory to fulfill the construct validity and their specifications can be seen in Table 3.4.

**Table 3.4. Specification for SLWAI**

| No    | Dimension          | Number of items            | Percentage |
|-------|--------------------|----------------------------|------------|
| 1.    | Somatic Anxiety    | 2, 6, 8, 11, 13, 15, 19    | 32%        |
| 2.    | Avoidance Behavior | 4, 5, 10, 12, 16, 18, 22   | 32%        |
| 3.    | Cognitive Anxiety  | 1, 3, 7, 9, 14, 17, 20, 21 | 36%        |
| Total |                    | 22 items                   | 100%       |

For its reliability, Cheng's study (2004) revealed that the Cronbach alpha coefficient of SLWAI was .91 when it was tested to Taiwanese EFL learners. Nevertheless, the researcher decided to calculate the reliability of SLWAI over again through Statistical Package for Social Sciences (SPSS) 23.0 for Windows and used the following standard of reliability to identify its reliability.

- A very low reliability      ranges from 0.00 to 0.19
- A low reliability            ranges from 0.20 to 0.39
- An average reliability      ranges from 0.40 to 0.59
- A high reliability            ranges from 0.60 to 0.79
- A very high reliability      ranges from 0.80 to 0.100

**Table 3.5. Results of the Reliability of SLWAI**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .798             | 22         |

The results of SPSS calculation above showed that the reliability of SLWAI was 0.79. Therefore, it can be believed that the reliability of SLWAI was high as the standard of high reliability ranges from 0.60 to 0.79.

### 3.6. Research Procedure

The researcher followed several procedures in collecting the data. The procedures are mentioned as follows:

1. Determining research questions

There are several research questions proposed by the researcher: 1) How do the students' writing quality differ after being given Facebook-mediated feedback? 2) How different are the students' writing quality according to the predominant dimension of writing anxiety they suffer from? 3) How do the students give feedback on their friends' writings?

2. Preparing the instruments

Writing task and Second Language Writing Anxiety Inventory (SLWAI) were prepared as the instruments of this research.

3. Handing out Second Language Writing Anxiety Inventory (SLWAI)

The researcher distributed Second Language Writing Anxiety Inventory (SLWAI) to find out the students' type of anxiety.

4. Administering writing task

This was done to figure out the students' writing quality before the treatment and the tasks were used as the students' first drafts.

5. Conducting the treatment

The researcher conducted Facebook-mediated feedback as a treatment. The researcher conducted this treatment outside the class since the students were expected to have internet access and use Facebook.

#### 6. Collecting writing task

The students' writing tasks that had been revised and edited were collected as final drafts to know their writing quality after the treatment.

#### 7. Analyzing the data

After collecting the data, the researcher analyzed them separately to answer each research question. The first and the second research question were analyzed quantitatively, while the third research question was examined qualitatively by studying the students' feedback that were presented on 'Write Art' Facebook Group.

### **3.7. Data Analysis**

To figure out the results of the first and the second research question, the researcher gathered the data and analyzed them through Statistical Package for Social Sciences (SPSS) 23.0. The answer of each research question was discovered through different statistical computations. On the other hand, the findings of the third research question were not discovered through statistical analysis. The steps of the data analysis are described as follows.

#### **a. First Research Question**

To answer the first research question, the researcher analyzed the data by following these steps:

1. The researcher and the rater graded the students' first and final drafts based on five aspects of writing: content, organization, vocabulary, language use, and mechanics.

2. The researcher tabulated the mean score of the students' first and final drafts into SPSS 23.0 and analyzed them using *Paired Samples T-Test*.
3. Based on the results of the analysis, the researcher drew a conclusion whether the difference in the students' writing quality before and after the treatment is significant.

**b. Second Research Question**

The researcher analyzed the data by following the steps below to answer the second research question:

1. The researcher scored responses of each item of the Second Language Writing Anxiety Inventory (SLWAI).
2. The researcher calculated the mean of each dimension of writing anxiety, which are somatic anxiety, avoidance behavior, and cognitive anxiety.
3. The researcher compared the mean of each dimension of writing anxiety and identified the highest mean among the dimensions.
4. The researcher coded the students into '1' for somatic anxiety-student, '2' for avoidance behavior-student, and '3' for cognitive anxiety-student.
5. The coded data, along with the the mean score of the students' first and final drafts, were tabulated into SPSS 23.0 and analyzed using *ANOVA*.
6. The researcher drew a conclusion whether the differences in the students' writing quality according to the predominant dimension of writing anxiety they suffer from are significant.

### c. Third Research Question

The following steps were taken in order to answer the third research question:

1. The researcher observed the feedback provided by the students on 'Write Art' Facebook Group.
2. The researcher examined whether the students' feedback cover positive, negative, and constructive feedback.
3. The researcher identified whether the students provided feedback clearly and specifically.
4. The researcher drew a conclusion based on the analysis.

### 3.8. Hypotheses Testing

The researcher tested the hypothesis of first research question through *Paired Samples T-Test* and the hypothesis of second research question through *ANOVA* via SPSS 23.0. The hypotheses are:

#### First Research Question

$H_0$  : There was no significant difference in the students' writing quality after being given Facebook-mediated feedback.

$H_1$  : There was a significant difference in the students' writing quality after being given Facebook-mediated feedback.

The following criteria was used to find out whether the first hypotheses are acceptable or not.

$$H_0 = t_{\text{value}} < t_{\text{table}}$$

$$H_1 = t_{\text{value}} > t_{\text{table}}$$

The researcher will accept  $H_0$  if  $t_{\text{value}}$  is lower than  $t_{\text{table}}$ , while  $H_1$  will be accepted if  $t_{\text{value}}$  is higher than  $t_{\text{table}}$ . and if the two-tailed significance is lower than the p-value, which is .05.

### **Second Research Question**

$H_0$  : There were no significant differences in the students' writing quality according to the predominant dimension of writing anxiety they suffer from.

$H_1$  : There were significant differences in the students' writing quality according to the predominant dimension of writing anxiety they suffer from.

The researcher applied the following criteria to test the hypotheses of the second research question.

$$\begin{aligned} H_0 &= F_{\text{value}} < F_{\text{table}} \\ H_1 &= F_{\text{value}} > F_{\text{table}} \end{aligned}$$

The researcher will accept  $H_0$  if  $F_{\text{value}}$  is lower than  $F_{\text{table}}$ , while  $H_1$  will be accepted if  $F_{\text{value}}$  is higher than  $F_{\text{table}}$ . and if the two-tailed significance is lower than .05 (p-value).

### **Third Research Question**

$H_0$  : The students did not provide positive, negative, and constructive feedback on their friends' writings.

$H_1$  : The students provided positive, negative, and constructive feedback on their friends' writings.

The researcher will accept  $H_0$  if positive, negative, and constructive feedback cannot be discovered, however the researcher will accept  $H_1$  if positive, negative, and constructive feedback can be discovered.

This chapter has elaborated the methods that were employed by the researcher to investigate the problems of the present study. Lastly, the results of this research will be presented in the next chapter.

## **V. CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusions of this research and the suggestions for English teachers and other researchers who want to conduct any relevant researches.

### **5.1. Conclusions**

This research investigated three points, namely the difference in the students' writing quality after the implementation of Facebook-mediated feedback, the differences in the students' writing quality according to the predominant type of writing anxiety they suffer from, and students' feedback on their friends' writings. The conclusion of each point will be elaborated as follows.

The researcher modified the face-to-face peer feedback into Facebook-mediated feedback and was interested in examining whether there is any difference in the students' writing quality after the implementation of Facebook-mediated feedback. The results of the research revealed that there was a significant difference in the students' writing quality after the implementation of Facebook-mediated feedback. In relation to the results, it can be concluded that the implementation of Facebook-mediated feedback can facilitate foreign language students to make some positive development in their writing quality. In other

words, the students can refine the quality of their writings and become better writers than before.

Moreover, writing in foreign language makes the students experience different dimensions of writing anxiety, such as somatic anxiety, avoidance behavior, and cognitive anxiety. Hence, the researcher desired to find out the differences in the students' writing quality according to the predominant dimension of writing anxiety they suffer from. It was discovered that there were no significant differences in the students' writing quality according to the predominant dimension of writing anxiety they suffer from. It can be concluded that the students' writing quality are not affected by the dissimilar predominant dimension of writing anxiety that they suffer from. Their writing quality are somewhat the same, even though they experience different predominant dimension of writing anxiety.

Since the student writers rely a lot on feedback providers, the researcher investigated the students' feedback on their friends' writings. It was revealed that the students provided positive, negative, and constructive feedback on their friends' writings. It can be concluded that the students express willingness to help their friends improve the quality of their writings by providing beneficial feedback. Nevertheless, the students lack awareness about the importance of giving clear and specific feedback as they still presented unclear and unspecific feedback on their friends' writings and their incorrect feedback might ruin their friends' writings if they are accepted without question.

## **5.2. Suggestions**

This sub-topic presents the suggestions given for English teacher and the other researchers who would like to conduct any relevant researches.

### **5.2.1. Suggestions for English Teachers**

With regard to the results of the research, the researcher provides several suggestions for English teachers. Firstly, the implementation of Facebook-mediated feedback influences students' writing quality positively. Moreover, its implementation allows the teacher to monitor all students and find out whether all of them provide feedback on their friends' writings. For these reasons, the researcher suggests the English teachers to implement Facebook-mediated feedback in teaching writing. Nevertheless, it is recommended to perform trial sessions with the intention that the students are well prepared to carry out Facebook-mediated feedback.

Secondly, this research was conducted on college students. Therefore, it is suggested that educators who teach English in junior or senior high school make an attempt to implement Facebook-mediated feedback as its procedure is not complicated to follow. However, the high school English teachers should firstly adjust the procedure of Facebook-mediated feedback to the ability and the knowledge of high school students before applying it.

Thirdly, it was discovered that some feedback given by the students were still unclear and unspecific. For that reason, the researcher recommends the English

teachers to inform the students regularly that providing clear and specific feedback to each other's writing is more helpful than providing unclear and unspecific feedback. Furthermore, in the post-activity, the teachers are suggested to explain about clear and specific feedback based on the actual feedback given by the students. Another shortcoming that was found in this research is some students still provided incorrect feedback due to inadequate knowledge of the English language. Hence, the researcher suggests that the English teacher and the students review the incorrect feedback and put them right together in the post-activity.

### **5.2.2. Suggestions for Other Researchers**

The following are some suggestions provided for other researchers who are interested in conducting relevant research. First of all, the limitation of the present research is the number of the sample. The minimum sample size of a research is thirty. Apparently, there were thirty-one college students who participated in this research and it can be said that a sample size of thirty-one is not large. For that reason, it is suggested that further research involve more participants than the present research.

Furthermore, it is recommended that further research investigate the effect of Facebook-mediated feedback on students' level of anxiety. It appears that the Second Language Writing Anxiety Inventory (SLWAI), a questionnaire which was employed to determine the dimension of writing anxiety in the present study, can be used to figure out students' level of writing anxiety as well. Therefore, the

researcher suggests that further research explore students' level of anxiety before and after being given Facebook-mediated feedback.

Additionally, it was found that some students contribute unclear, unspecific, and incorrect feedback on their friends' writings. Unfortunately, the factors which cause the students to provide unclear, unspecific, and incorrect feedback was not investigated in the present research. Hence, the researcher recommends that further research explore and discover the factors that trigger the students to give unclear, unspecific, and incorrect feedback.

In brief, the conclusions of this research and the suggestions for other researchers who want to conduct any relevant researches and English teachers who are interested to implement Facebook-mediated feedback have been explained in this chapter.

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