

ABSTRACT

FACEBOOK MEDIATING – PEER ASSESSMENT ACTIVITIES IN STUDENTS’ WRITING AT ENGLISH DEPARTMENT UNILA

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This research aimed at finding out what the effects of Facebook closed group peer assessment on students’ writing achievement are, which aspect of writing improves the most after the treatment, what students’ perceptions of the treatment are and how students proceed Facebook-mediating to peer assessment. This research used a mixed method, quantitative and qualitative. It used the one-group pretest-posttest design as the quantitative measure, while the qualitative measure involved the analyses on the students' improvement of each aspect, perceptions and assessment process. The result indicates that there was a significant improvement in their writing achievement after the treatment and the aspect which improved the most was content. It also indicates that the students favored such learning, in other words, they had positive perceptions on it. In short, the implementation of Facebook mediating-peer assessment in writing class leads to students’ better idea elaboration that ends up in their better-organized and more logical writing. It is also successful in enhancing students' writing achievement. In respect of perception, as youths in this era like to get connected with and engaged in social media, it is prudent to consider providing them with the learning which is not completely loose from what they immerse themselves in most of the time so that they will stop perceiving learning as a source of boredom. It is time to initiate the learning mediated by social media to form students' new good perception on it.