

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

(Thesis)

Oleh
Habi Septiawan



**ENGLISH EDUCATION MASTER PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2018**

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A Thesis

Submitted in a partial Fullfilment of
The Requirement for S-2 Degree



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ABSTRACT

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

By

HabiSeptiawan

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.

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ACTIVITIES IN STUDENTS' WRITING AT ENGLISH
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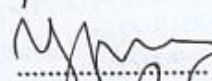
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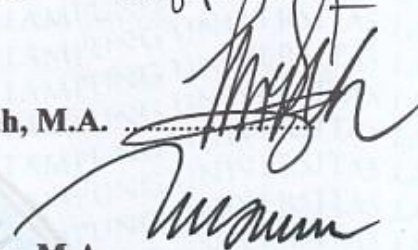
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CURRICULUM VITAE

Habi Septiawan was born in Sindang Panjang, South Sumatra, on September the 29th, 1985. His formal education started in 1992 at the elementary school SDN24 SindangPanjang, a six-year elementary schooling that was continued to the secondary schools, SMPN 5 Lahat and SMAN 4 Lahat. In 2004 he entered University of Lampung, majoring in English Language Education.

Teaching life was started when he was in his third year at Lampung University. He started teaching experience at KPN Language Exchange (LE) from 2008 to 2010 as freelance teacher. And then, from 2010 to 2013 he taught at STIE SatyaMandiri. From 2013 he has been given the opportunity to be the coordinator staff at Language Exchange (LE). From 2014 he has been teaching at Malahayati University Bandar Lampung.

Bandar Lampung, March 23rd, 2018

QUOTATION

*“It is better to fail in originality than to succeed in imitation”
(Herman Melville, 1819)*

DEDICATION

To my family and friends.
To human knowledge.

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Bismillahirrohmanirrohim. Praise to the Almighty God, the beneficent and the merciful, Allah SWT for amazing blessing and doubtful love given in every step of my life, especially for his guidance for accomplishing this thesis, entitled “FACEBOOK MEDIATING – PEER ASSESSMENT ACTIVITIES IN STUDENTS’ WRITING AT ENGLISH DEPARTMENT UNILA’

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Bandar Lampung, March 2018

Habi Septiawan

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I. INTRODUCTION

This chapter deals with the background of the problem, the research questions, the uses, the objectives and the scope of the research as well as the definitions of terms used in this research.

1.1 The Background of Problem

Writing is one of the most important skills in learning a new language. It is a productive skill and it is often reference to as the act of putting down the graphic symbols that present a language in order to convey some messages so that the reader can grasp the information which the writer has tried to impart.

“Writing has always been regarded an important skill contributing to students' language learning. The importance is exasperated when you consider that in almost every course there is a writing element of some kind” (Ahmadi, Maftoon & Mehrdad, 2012). Richards (as cited in Nasir, Naqvi & Bhamani, 2013) found that the interaction of students gives some help to develop the cognitive skills involving generating ideas. Nasir, Naqvi & Bhamani (2013) state, “Results from various language studies have shown that the teacher who emphasizes and focuses on the writing skills on the study can bring about a change”. Sapkota (2012) says

that writing is “the act of putting down the graphic symbols that presents a language in order to convey some meaning so that the reader can grasp the information which the writer has tried to impart.”

According to Casewell; Ozbell; Smith (as cited in Nasir, Naqvi & Bhamani, 2013), there are five main stages of writing, i.e. Prewriting, drafting, revising, editing and publishing. Learning the stages above, it can be said that teaching writing should be systematic and in good order. Chokwee (2013) also emphasizes the importance of writing for students. He states, “If student writing is not addressed adequately at school level, the higher education sector will always be inundated with students who are academically under-prepared.” Hosseini *et al.* (2013) asserts, “Any reading and language curriculum must think about the multidimensional nature of writing in instructional practices, evaluation procedures, and language development.”

Besides the complexity of the teaching and learning writing skill, assessing writing is also a rather difficult process consisting of many steps. At present, however, with new teaching approaches, the learners started to take certain responsibility by learning how to and taking part in assessing their own and peer’s writing. Hyland and Xiang (as cited in Puegphromand & Chiramanee, 2011), for example, maintained that in order for the learners to improve writing ability the learner should be able to assess and edit their own and peer’s work.

Khabiri, Sabbaghan & Sabbaghan (2011) say that in any teaching environment, assessment is critical. One of the assessments that can be used in learning English is peer assessment (Khabiri, Sabbaghan & Sabbaghan, 2011; Rosaline, 2011;

Ahangari, Alqol & Hamed, 2013; Lv, 2013; Fauzan, 2016). Peer assessment becomes more and more common as the time goes by. It supplies the feedback and the assessment that are like professional practice among peers (Berg, Admiraal& Pilot, 2006). Berg, Admiraal& Pilot (2006) state, “Peer Assessment is generally more limited, requiring students simply to assess one another’s work by means of relevant criteria, and to provide feedback.” Khabiri, Sabbaghan & Sabbaghan (2011) state that peer assessment, in which learners assess the work of other learners, is a form of learning that allows learners to provide feedback on each other’s work. They also add, “The benefits of peer assessment in the EFL/ESL context is limited to the extent to which learners can implement peer assessment practices.” According to Peng (2008), the method of peer assessment is “usually associated with group work in which students wish to separate the assessment of individual contributions from the assessment of the groups’ final products.”

Writing and peer assessment are two things that researchers have frequently connected to each other recently (Jahin, 2012; Yugandhar, 2015). “Studies of peer review in ESL and has been associated with its positive impacts on students’ writing ability in general and on students’ feelings of writing apprehension” (Jahin, 2012). According to Tsui and Ng (as cited in Jahin, 2012), there are four benefits of peer assessment, i.e. 1) Learners’ sense of audience enhances since they pay more attention to the problem in their written work. 2) Learners become more aware of the problem they have in their writing. 3) It promotes learners’ autonomy since they feel more involved in their writing, so that their feeling of ownership increases. 4) Learners feel free to reject the suggestion of the reviewer

when they think that it is not necessary enough because the reviewer is their peer. Students read more carefully and they attend more to the details of their or their friend's writing. The responses of the actual readers make students' writing better. Students have to respond feedbacks coming from the readers and this makes them learn how to respond to feedbacks. It also has the readers, which are also learners, learn to give constructive feedbacks to their peer's writing (Yugandhar, 2015).

Having students read and give feedback on their peer's paper in class rather takes time, and the way to provide feedback is not restricted to in-class communication. According to Black (as cited in Wichadee, 2013), on-line discussions have the potential to motivate student inquiry and create a context in which collaborative learning occurs, promoting both reflection and critical thinking. Wanchid (as cited in Wichadee, 2013) states that feedback can be provided either face-to-face or through the Internet. Among many technologies, Facebook is the most popular social networking website for college students. They usually use Facebook to discuss and share photos and among friends. Two research studies show that anywhere between 85 and 99% of college students use Facebook (Jones & Fox, 2009; Matney & Borland, 2009).

According to Selwyn (2009), the main reasons university students used Facebook are reflecting on the university experience, exchange of practical and academic information, and displaying supplication. In another study, Madge et al (2009, 141) reported that the majority of the surveyed university students used Facebook for social reasons. Interestingly, DeSchryver, Mishra, Koehler, & Francis (as cited in Wichadee, 2013) found that students were generally comfortable with using

Facebook for classes. Since the percentage of students who use Facebook is high, Facebook is deemed a new choice to be used as a learning tool for language writing development.

One possible way of using Facebook for writing development is to make a group to exchange feedback. When compared with face-to-face environment, peer feedback on Facebook provides more opportunities for students to practice communication with their peers. The peer feedback activity on Facebook that blends written and electronic communication can promote student motivation, participation, and collaboration among peers. In a study, Ooi & Loh in Wang (2012) created a Facebook group for the Chinese language class of secondary school so that students could share course resources and give comments. Also, in Blattner and Fiori (2009)'s work, Facebook was used to provide language learners with opportunities to develop the aspects of pragmatic competence and sense of community by participating in 'Group' writing discussions from various parts of the world where the target language is spoken natively. Integrating peer feedback with Facebook groups can change passive learning to active learning since it helps students raise pragmatic awareness.

Many previous studies point out that Facebook is an interesting learning tool for teaching and learning due to its positive outcomes. For instance, Wang, Lin, Yu, & Wu (2012) used Facebook as a valuable tool for students to learn and work together, and the results revealed students' achieving better grades, higher engagement, and greater satisfaction with the university learning experience. Also, Wang, Woo, Quek, Yang & Liu (2012) found that students were satisfied

with the implementation of Facebook because it has the same functions as a Learning Management System. Moreover, a study showed that students strongly believed that Facebook could be utilized as an online environment to facilitate the learning of English (Kabilan, Almad, & Zainol, 2010). So, it would be beneficial to use Facebook as a platform for students to give and get feedback since it creates authentic language interaction, increases student motivation and enhances their English learning achievement. When Facebook is employed for study, not for fun, it is necessary to investigate students' learning procedure.

Several previous studies have related Facebook to students' writing with various results consisting of pros and cons (Rifai 2010; Suthiwartnarueput & Wasanasomsithi, 2012; Shukor & Noordin, 2014; Ping & Maniam, 2015). Yunus & Salehi (2012) also conducted a study on students' perception on Facebook and their writing and they found out that the students mostly agreed that Facebook give positive impacts to their writing. It is supported by the study of Hurt *et al.* (2012) which proved students' perception is Facebook may help to increase their engagement in the learning process in some contexts. In line with the perceptions, Ping & Maniam (2015) reported that students have positive attitudes on Facebook group discussions. The study also revealed that Facebook affects students' writing performances significantly which should eventually lead to better achievement. There has also been indication that Facebook effectively enhances EFL students' writing abilities, as seen in Suthiwartnarueput & Wasanasomsithi (2012). In spite of all the good points of Facebook towards writing mentioned above, there are also studies revealing that Facebook does not give positive effects on students' writing. Rifai (2010) found out that Facebook use as learning tools do not

motivate students and when the hobby paradigm changes into the obligation paradigm, it is no longer interesting. He also found out that there is no significant correlation between Facebook use and students' writing skills. The denial of Facebook positivity towards students writing also comes from Rouis, Limayem&Salehi-Sangari (2011) who revealed that Facebook negatively affects students' academic performance.

In reference to the contradictive previous findings above regarding the use of Facebook towards students' writing, the writer would like to see in which way Facebook will affect students' writing achievement. The writer will use Facebook as the medium of Peer Assessment for there have been studies with the findings that Peer Assessment has positive effects on students' writing (Rosaline, 2011; Jahin, 2012; Yugandhar, 2015), but none of them involved Facebook to see their writing achievement. So, it is still worth proving whether Peer Assessment through Facebook will give a positive effect on students' writing. The other reason why the writer will use Facebook is because of the fact that there has been a growing concern about using social network in the context of language learning (Reinhardt & Zander 2011; Navarro &Aranda, 2012; Gikas& Grant, 2013; Ducate&Lomicka, 2013; Tess, 2013). With these reasons, the researcher would like to conduct this study in order to learn more about students' peer assessment given in an on-line environment and find out whether the peer assessment activities have an effect on their final drafts of their writing.

There have been previous studies dealing with both peer-assessment-writing and facebook-writing. The following studies connect peer-assessment to writing

(Jahin, 2012; Yugandhar, 2015; Laundry, Jacobs & Newton, 2015; Irafi, Enayat&Momeni, 2016) and these ones connect Facebook to writing (Yunus&Salehi, 2012; Suthiwartnaweput&Wasanasomsithi, 2012; Bani-Hani, Al Sobh& Abu-Molhim, 2014; Shukor&Noordin, 2014; Majid, Stapa&Keong, 2015). To the writer's knowledge, all the mentioned studies did not directly connect the three variables, i.e. facebook, peer-assessment and writing. Therefore, the writer would like to provide the activities covering those three variables in order to see what effect the gave to students' writing achievement and how students assess their peer's through peer- assessment activities, mediated by facebook.

1.2 Identification of the Problem

The researcher views that the factors which cause problems in writing lie on three things: teaching method, media of instruction, and limited time of instruction. Based on the background explained, here are the problems listed:

1. Students' low achievement in writing.
2. Traditional teaching method which focuses only on teachers' performance is not effective to encourage students' autonomous learning demanded by the curriculum.
3. Time for teaching is limited and is considered not enough to effectively cover all procedures of good writing.
4. Students are not really interested and feel bored in writing because it needs long process, imagination, ideas, skill, and hard work.

1.3 Limitation of the Problem

This study is about the implementation of the teaching method in teaching, i.e. peer-assessment. The media Facebook was used to facilitate the implementation of the peer-assessment. The focus of this study is limited to the achievement and the process, activities applying such a method. The achievement would be viewed from students' marks and the process would be viewed from the observation and responses in the interview to know it from students' views.

1.4 Research Questions

Based on the background and problems above, the formulation of research questions are as follows:

1. Is there any effect of Facebook mediated peer assessment on students' writing achievement?
2. What aspect of writing which is affected the most by Facebook-mediated in peer assessment?
3. What are the students' perception of facebook mediated in peer assessment in writing class?
4. How do students proceed Facebook-mediating to peer assessment?

1.5 Objectives

In relation to the formulation of the research questions, This study was aimed to find out the effects of Facebook closed group peer assessment in students' writing achievement, to find out which aspect of writing that improves the most by using Facebook closed group peer assessment in students' writing achievement, to know

students' perception of facebook closed group peer assessment in teaching writing, and also to describe how students assess their peer's writing through Facebook.

1.6 Uses

The research is expected to be valuable both theoretically and practically for improving education;

Theoretically, this research is beneficially expected to provide relevant contribution about teaching writing technique, mainly in improving the students' writing skill by implementing the peer assessment technique through facebook in the classroom activity and also to show that there is a development in English Language Teaching from time to time.

Practically, the findings of the research are able to provide the teachers with a model for fostering strategies for teaching writing class in the fourth semester students of English department at Lampung University. This research is also expected to provide other researchers who want to conduct the research in a similar field of research as a reference.

1.7 Scope

This research was conducted to the fourth semester students of English department at Lampung University (UNILA). The focus of this study was on the implementation of method in teaching, i.e. peer-assessment. The media Facebook was used only to facilitate the implementation of peer-assessment.

In the activities, the students were taught about argumentative paragraph, they wrote and posted their writing on their Facebook closed group. After that, they

would perform Facebook closed group peer-assessment whose group were consisted of three or four students.

1.8 Definition of Terms

There are some specific terms used in this thesis that are needed to be clarified in this research, i.e. writing skill, peer assessment, peer writing assessment, and facebook.

- **Writing skill** is students' ability in written a text with wide range of vocabulary, correct grammar, meaningful punctuation, accurate spelling, varied sentence structures, unity and coherence ideas, and well supported and explained major points.
- **Peer assessment**- in this study refers the process of commenting, giving suggestion and providing feedback to individualson certain activities.
- **Peer writing assessment** refers to the process of assessing, revising, editing and changing writing contents, organizing ideas in the writing of peer in accordance with the writing objectives. It includes correcting writing mechanism and grammar features based on the assessment criteria for improving English writing. The process will be carried out in groups of three learners based on paragraph from the first draft to the final draft to be submitted.
- **Effective writing** is writing that consists of correct constructs of the aspects of writing, such as content, organization, vocabulary, language use (grammar), and mechanics.

- **Facebook** is one of the most popular social networking sites which allow users to post information, chat with others, and collaborate within the system.
- **Facebook closed group** is a feature that is available on the social networking site Facebook in which unlimited number of members are allowed to participate, communicate and interact via post and chat style for a specific purpose.
- **Writing process** is a process of writing in leading the students to do some steps to have better final writing.
- **Writing achievement** is the holistic score of writing dealing with aspects of effective writing.
- **Students' perception** is a belief or opinion of the students to give response to the result of something.

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

II. REVIEW OF RELATED LITERATURE

In this part, the researcher explains related to writing, teaching writing, Process of Writing, writing in EFL, peer assessment, the role of peer assessment in teaching writing, advantages and disadvantages of peer assessment in teaching writing, peer assessment in writing, features of writing assessment, social networks and Facebook, Facebook group, the use of facebook in learning writing, advantages and disadvantages of using facebook in learning writing, the guidelines of peer assessment, perception in language learning, perception towards peer assessment in teaching writing, theoretical assumption, and hypothesis.

2.1 Writing

Writing is one of the four skills in English and it is considered as the productive skill since it allows the language user to produce texts. In simple way, according to Hornby (1995:1382) writing is an activity of creating letters, words, sentences, or even other symbols on a surface. It is also added by Byrne (1984:1) writing is the act of forming the graphic symbols such as letter and numbers. which are arranged in certain rules into meaningful words, sentences, paragraphs, and so on.

However, writing is not only about creating letters or symbols, yet it is also about using them to hold communicative events. According to Troyka in Handayani et al. (2013: 1) writing is a way to communicate to the reader in purposes. In short, writing is the ideas, feeling, or thought from the writer which are created and expressed into written form. The purposes are to deliver messages, to give information to the readers, and to create literary works in written forms. These written forms should be readable and comprehensible.

Hence, the reader can get the intended meaning from the writer since writing is also the way to communicate or deliver a message to a reader for a purpose. Thus, writing allows the writer to employ letters or symbols to speak or deliver his or her intended messages, feelings, ideas, and of course thought in a communicative way.

In the school setting, writing plays two distinct but complementary roles. First, it is a skill relative draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goal, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a mean of extending and deepening on student's knowledge; it acts as a tool for learning subject matter (Key; Shanahan; Sperling & Freedman in Huy, 2015). Writing is one of the ways to transmit thoughts or ideas to other people. Writing is also the important skill in studying English, which needs great investment from the students (Huy, 2015).

Hence, writing is not a natural gift or innate skill owned by people since he or she was born. Writing can be learned by anyone just like any other skills.

2.2. Teaching Writing

Teaching writing is to teach students how to express the idea or imagination in written form. In order to be successful in writing, in which the material presented is relevant to their needs, interest, capacities, and ages until they are able to make composition with view or even no errors. In other words, it is clear that the teacher should guide the students to writer or how to express the ideas in written form. In practicing their writing, they have to follow the steps to make their writing more effective.

In learning to write, the teacher needs to give special treatment in order to facilitate the student in the learning process. The teacher should give more attention to the students in the process of writing since writing can also be considered as discovering process. The guidance from the teacher is necessary as the student has to walk through several steps in the writing process.

Meanwhile, Harmer as cited in Faraj, 2015 states that there are several important reasons why writing needs to be taught to the students. The reasons are including the reinforcement, language development, learning style, and writing as a skill.

1) Reinforcement

Some language learners usually find the language in oral form. That means they are mostly exposed to the language learning orally. Yet, most of the language learners prefer the written form since they can benefit more from it. It is because written form provides them with the example of how the construction of letters, words, sentences, and paragraphs fits well. Besides that, the written form can

help the language learners to memorize the language since the written display helps them to store more memories. The language learner usually benefits from writing sentences using new language after they have studied it.

2) Language development

The ongoing learning experience requires a mental activity in constructing proper written texts. It means that writing can help them to be engaged in the ongoing language learning experience in order to improve their language mastery. Hence, writing plays the important role in developing the learner's language.

3) Learning style

Learners are unique. They have their own style and strategies to learn language. Many language learners find it easier to learn language if they can get more time to produce language. Therefore, writing can give advantages for such learners' style of learning. Writing, since it is in written form, can give the slow learners more time to produce language.

4) Writing as a skill

The most important reason is that writing is one of the four skills in English. The language learners should master this skill since they have to know how to write letter, reports, how to reply to the advertisement and so on. Moreover, they should be able to write through electronic media as the indicator of developed and modern language learners. Knowing how to write the special convention such as punctuation or paragraph construction is important as well as knowing how to pronounce the spoken English appropriately. Hence,

mastering writing is as important as mastering the other three skills since they all indicate the language mastery.

2.3. Process of Writing

According to Hood and Brown (1993:6) there are several dependencies on the writing process. The dependencies come from the extrinsic and intrinsic factor. The extrinsic factor comes from the target reader and the situation (time, place, etc.). The target reader's level of knowledge, language proficiency, economic factor, etc. can give the writer considerations in the writing process since the writer should pay attention to these issues. Meanwhile, the intrinsic factor comes from the purpose and the content of writing. Writer should consider the messages that he or she wants to communicate to the target reader in order to deliver his or her intended messages. And the writer should also consider the content of the writing whether it can involve all the writer ideas, whether it can be accepted by the reader, etc.

Given facts above, it can be inferred that writing more concern with the process of writing. Although the product of writing is also important, the process of writing can be media for the writing teacher to guide, treat, and give instruction to the students in order to make a good product of writing. The process can be seen from the way writing works are created.

In line with the above concept, Richards & Renandya (2002: 315), Harmer (2004: 4-6), and Langan (2008: 17-19) in Yulianti, 2014 propose that there are four basic writing stages. They are planning, drafting, revising, and editing. The first element is planning, that is thinking of what comes on the writers' mind, what

they are going to say or write. The second is drafting. In this stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy. Writers can refer this as their first draft which may have several changes later. The next is reflecting or revising. Revising is a process of reading through what the writers had written. In other words, the writers review their text on the basis of given feedback and make a global check to make sure that their writing can be understood by the readers. The last stage is editing. It is a stage in which the writers have edited and made revisions or changes to their draft into their final version.

1) Planning

This element plays the basic role in writing process. In this step, the writer plans what he or she is going to write. Moreover, the writer can also do a brainstorming. He or she can generate some ideas that he or she will express on the paper.

The plans can be in the form of simple note, simple list of words, or even the imaginary ones since many people tend to do planning inside their heads. Similar to the previous explanation, in the planning step, the writer should consider the purpose of writing, content, and the target reader.

For learning and teaching of writing, this step can be used by the teacher to allow the students to brainstorm their ideas. The guidance of the teacher can be important component in this step. A proper-guided brainstorm can lead the students and boost up their confidence. Hence, they will enter into further writing steps without worry and hesitation.

2) Drafting

Drafting can be considered as the first or initial version of writing. This draft should be amended or developed later. But before amending or developing the draft, of course the writer should look carefully to the draft. The writer can add more information, reducing information, giving alternative to write, and so on. Furthermore, writing process may employ several drafts as the way to reach and succeed the best final draft.

In this step, the teacher can guide the students to immediately write down their ideas on to the paper. The important thing is that the ideas of the students are written down on their paper without having to pay attention on the correctness, grammar, the order, etc. Then the teacher can lead the students to review their draft on which they can add, reduce, or alter their ideas on the draft.

3) Editing (reflecting and revising)

The draft is used by the writer as the first version of writing. This draft needs to be edited in order to produce the best final version of writing. In the editing step, the writer should look back the draft what have been written. Then, the writer can see whether the draft can work or not. The writer can edit the draft by adding more information, altering ambiguous information, using different form of words. The writer can put him or herself in the reader's shoes so that the writer can evaluate and edit the draft more appropriately. Meanwhile, the reader can also help the writer to reflect and revise the draft. He or she can be the editor who can make suggestion or comment. This assistance can help the writer to make the best and appropriate revisions.

Peer assessment activities belong to this step since the students correct the content consisting of topic sentence, supporting sentences, and concluding sentence. The students are to think back on their draft in order to make it better as a writing product. The students can also pay attention to their grammar. Besides that, the students can reorganize their draft to make it more readable and legible for the reader. Moreover, students give some assessment or feedback and suggestion as the students need some others' review and opinion regarding their draft.

4) Final version

The final version of writing is different from the plan and the first drafts. It is because it has been through the editing, reflecting, and revising step which have turned it into the readily-served text. The writer now can deliver this final draft to the target reader.

From the explanation above, it can be concluded that writing, as it is seen as a process, is a product of turning out the ideas into words in a piece of paper which faces several processes. They are planning, drafting, revising, editing, and final draft.

2.4. Effective Writing

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

- 1) Content refers to the substance of writing, the experience of the main idea (unity), such as groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.
- 2) Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.
- 3) Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he or she can. As a general rule, clarity should be his or her primary objective. The selection of words that expresses his or her meaning precisely is considered much rather than skews it or blurs it.
- 4) Language use refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words phrases, clauses, and sentences to bring out logical relationship in paragraph.
- 5) Mechanics refers to the use graphic conventional of the language. For instance, the steps of arranging letters, words, sentences, paragraphs, punctuation, and capitalization.

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

“... effective writing requires a number of things: a high degree of organization in the development of ideas and information, a high degree of accuracy so that there is no ambiguity of meaning; the use

of complex grammatical devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns and sentence structures to create a style which is appropriate to the subject matter and the eventual readers.”

In other words, a successful effective writing will reflect the writer’s various writing styles. The styles can vary from expository writing, persuasive, descriptive, argumentative, to narrative language in expressing the idea depending on the writing topics. More importantly, effective writing is decided by organization dealing with development ideas and information, vocabulary referring to high degree of accuracy of word choice, and grammar dealing with appropriate sentence structure. Therefore, in order to write an effective paragraph, it should contain three aspects of writing which is considered as the most important, such as organization, vocabulary, and grammar.

In short, all of the issues above indicate that it is difficult for the students to fulfill the aspects of effective writing. Therefore, considering the importance of comprehending the nature of effective writing, this study also tried to find out the effects of traditional and Facebook closed group peer assessment on the students’ ability and accuracy in identifying errors in effective writing to help students understand the aspects of effective writing for their better writing achievement.

2.5 Writing in EFL

Writing is one of the skills that students need to master either at primary, secondary or university level. The skill of expressing oneself in the form of writing has been the aim of many teachers to cultivate in their students (Krause in Keshavarz, Shahrokhi & Nejad, 2014). However, in the ESL and EFL context, the teachers’ effort to produce students who possess the skill of writing seem to

be a herculean task. This is because writing skill is considered a complex cognitive skill since it requires the students to apply appropriate cognitive strategies, intellectual skills, verbal information and appropriate motivation. The students also need to create a text using certain rules and conventions and put the knowledge that they have gathered on paper (Byrne in Ali, 2017).

Due to the complexity of writing for the students' cognitive capability, various approaches are adopted to make teaching writing an effective pedagogical practice Harmer cited in Ali (2017). There are two approaches that teachers can adopt in teaching writing: product approach and process approach. The focus of the product approach is on the different part of words, sentences, paragraphs but there is not much focus on meaning and the role of the teacher is to examine the finished product focusing more on linguistic accuracy (Khatijah & Johari, Zamel as cited in Ali, 2017). The role of the teacher is to examine the finished product focusing more on linguistic accuracy. This approach is insufficient in enhancing the students' writing performance.

The cognitive model of writing is seen as a mental process involving directed decision making and problem solving. The students writing skills do not come naturally but are cultivated through much practice and conscious effort. Students often find problems in writing due to their lack of skills in writing coherent and cohesive sentences.

A teacher is no longer the authority figure in a writing class, but she acts as a consultant and an assistant in assisting the students to produce coherent, meaningful and a creative piece of writing. The teacher's role has changed

from an evaluator of the written product to a facilitator and co- participant in the process of writing. The teacher also has a significant role to perform by providing assistance to the students during the writing process. The role of the teacher is to provide a learning environment that will enable the students to learn about writing, engage in writing and feel enthusiastic about writing.

2.6 Peer Assessment

Peer assessment is one way of having students assess their peers work and, therefore, let the peers know their strength and weakness from assesment, so all students give and get comments, corrections, suggestion on their work. Pupils need comments to make correct their mistake, this is the nature of human being learn each other through interaction. Keh (1990:294) defines feedback as “...the comments, questions and suggestions a reader gives to a writer in order to produce reader based prose.”

Traditionally viewed that knowledge is transmitted from teacher to learner, every mistake should be corrected or assessed only by the teacher. However, the recent CLT method ignores considering students as passive and considering the teacher as the knowledgeable person to correct any mistake. According to Bonwell and Eison (2003:38), active learning is a process whereby learners are actively engaged in the learning process, rather than ‘passively’ absorbing lectures. Based on this, one can tell how teachers and students are viewed, what classroom participation looks like and how knowledge is gained in active learning method. Hence, the practice of peer assessment is direct manifestation of active learning. When students apply peer assessment practice

in classroom writing section they would apply active learning at the same time.

Peer assessment engages students in the learning process and develops their capacity to reflect on and evaluate their own learning and skill development. This is supported by different scholars`, Peer assessment allows instructors to share the evaluation of assignments with their students. It is grounded in theories of active learning. In classroom relationship peer have strong relationship in school environment and outside of the school. This situation reduces students fear and gives opportunity to receive correction easily. Because different individuals have different thinking habit, different knowledge, different capability and attitude. In light of this, they comment each other by noticing the correction points by providing reason about their mistake or error. In generally peer assessment means correcting the individuals work by other individuals or group and the peer also take correction, comments and suggestion on the topic which they practice.

One of the desirable outcomes of education should be an increased ability in the learner to make independent judgments of their own and others' work. Peer and self-assessment exercises are seen as means by which these general skills can be developed and practiced. A peer rating format can encourage a greater sense of involvement and responsibility, establish a clearer framework and promote excellence, direct attention to skills and learning and provide increased feedback. As it is explained above peer assessment is a tool to encourage the students' active learning. Furthermore, it is a tool to build individuals

thinking capacity and problem solving trends. To conclude, this method of assessment encourages all learners' involvement in teaching learning process and foster active learning for the individuals.

2.7 The Role of Peer Assessment in Teaching Writing

Writing is the skill to manifest the writers internal thought in word to the reader. The reader analysis, synthesis and evaluate it whether the writer transmit the intended message properly or failed to grasp the point which the writer intended to show. For example, the writer may miss spelling, grammar, capitalization and punctuation which violate the meaning or leads misinterpretation could be corrected or assessed by the reader. In addition to that content relevance towards the topic can be also corrected by the peers'. So the writer writes his /her thought in word, while the reader read and gives feedback to the writer on the points which need extra exercise. In a language class where feedback is necessary, the learners should expect feedback from each other. The idea of peer correction is to encourage cooperation and help students focus on errors. It is obvious that students need to interact freely with their peer in classroom situation. Hence this situation creates good atmosphere the mixed group to demonstrate assessing each other in writing skill. It is believed that every school has mixed ability group, some are high achiever whereas some other also low achiever. So, the implementation of peer assessment create good atmosphere students to interact properly with their peer. The practice of peer assessment in writing skill advocated that to increase the students` ability in writing skill. Because every error or mistake in content organization, spelling, grammar, punctuation and capitalization noticed and

corrected by those peer. In generally, incorporating peer review or assessment in writing class can help learners` to become better writer and collaborators.

2.8 Advantage and Disadvantaegs of Peer Assessment in Teaching Writing.

From applying this method in some previous research, there are some advantages and disadvantages which have found in teaching writing.

2.8.1 Advantages.

Peer-assessment in practice turns out to be an important complement and may even be prior requirement for self-assessment, which uniquely provides several opportunities for the students to chart their progress and evaluated their learning outcomes. This show as learners ideal exchanges build the autonomous learning habit of the students. In relation to that Falchikov (2001) stated that peer-assessment is an assessment, in which the students give feedback and give score on their peers` work or performance by referring to a certain criteria. Peer-assessment has an important role to help the students to become more autonomous, responsible, and involved in the classroom activities. Furthermore, peer assessment encourages peer communication in writing by exchanging their idea on the correcting points. Feedback is very important to involve the students through the medium of peer-assessment by communicating with the other students, writing and reporting the progress of the piece being assessed (Wing Mui in Suparna, Padmadewi & Putra, 2013). Peer-assessment is also best for reducing marking load from the lecturer, as the students do not depend on the lecturer`s presence (for some groups) (Suparna, Padmadewi & Putra, 2013). In traditional way of teaching language they were considered as the sole person to

assess the learners' performance. However, the recent CLT method reject that way of teaching-learning method, because it make the learner passive. In order to overcome such problem language researcher gives great emphasis on active learning method. Peer assessment also demonstrates active learning properly. Peer feedback can provide students with an automatic audience, increase students' motivation for writing, help students learn to read critically their own writing and enable them to receive different views on their writing. In general, writers work correct by the reader, so the writer and reader communicate in a formal way by giving comment, correction, critical view and suggestion. In this process the learner increase independent learning practice. This view that it is helpful because students share similar perspectives and problems.

As important remark on the benefit of peer feedback on students writing O'Muircheartaigh (2002) writes that it helps develop learner autonomy and it is possible that the teacher is not always the only audience for the written work. Min (2006) and Nakanoshi (2007) argued that if learners have learned and practiced assessing and editing skill, the skill will play an important role in developing their own' s writing skill. Unlike the feedback or assessment by the instructor, peer assessment provides the learners with opportunities to think and reason in negotiating with different ideas leading to the development of learners' awareness of the audience.

2.8.2 Disadvantages

As it was mentioned above the peer assessment has great advantage to build self-learning capacity, to foster motivation and to empower the students' problem solving ability. However, it has disadvantage on its` accuracy. When students correct the other students, it may leads to the false justification. Also peer assessment needs additional briefing time and increase a lecturer's workload. In addition to that the process has a degree of risk with respect to reliability of marks as peer pressure to apply elevated mark or friendships may influence the assessment, through this can be reduced if students can submit their assessments independent of the group. Hence, every student will have a tendency to award the same mark. Due to that Students feel ill equipped to undertake the assessment. Another serious problem of peer assessment is, students may be reluctant to make judgments regarding their peers. Moreover, students may be discriminated against if students 'gang up' against one group member. In addition to that peer assessment affected by group discipline. During class time group may make noise, instead of assessing each other they may waste their time with valueless joke.

2.9 Peer Assessment in Writing

According to Azarnoosh (2003), Peer assessment plays an important role in both first and second language writing classrooms, and allows writing teachers to help their students receive more feedback on their papers as well as give students practice with a range of skills important in the development of language and writing ability, such as meaningful interaction with peers, a greater exposure to ideas, and new perspectives on the writing process (Azarnoosh, 2013). It is

obvious that peer involvement creates opportunities for interaction, and increases objectivity in assessment. If put in a situation where learners access information about the quality and level of their peers as well as their own performances, there is the possibility that they will be able to clarify their own understanding of the assessment criteria (either set by students themselves or by the teacher), and more importantly, of what is required of them. What seems to be important is that students must use clearly defined guidelines to evaluate each other's work, so checklists with lists of points to be assessed are very useful. When students are trained on how to give and use feedback (Min, 2006), peer review can be extremely effective. Teachers can incorporate it as a way to present writing skills to students, ideally creating a student-centered classroom with learners capable of critically evaluating their own work. Peer assessment sessions can teach students important writing skills, such as writing to a real audience seeing ideas and points of view other than their own and discussing how to revise writing effect.

Feedback is an expected and an important activity in a given performance. Particularly, in language teaching and learning it is used to facilitate the process (Hyland 1990). Hyland (1990: 242) defines feedback in the context of teaching in general as information that is given to the learner about his or her performance of learning task, usually with the objective of improving this performance. As Keh (1990: 294) also asserts, feedback is a fundamental element of a process approach to writing. She defines feedback in the context of writing as an input from a reader with the effect of providing information to the writer for revision.

2.10 Features of Writing Assessment

Writing is a process of reflecting the persons' internal knowledge about something. The writer can manifest different things by describing, classifying, arguing, narrating and explaining things in different perspectives. Thereafter, the reader evaluate it about its meaning, logical flow out of the idea whether it is correct or not, and proper linkage of the idea.

EFL/ESL Writing has always been considered an important skill in teaching and learning. EFL writing is useful in two respects: First, it motivates students' thinking, organizing ideas, developing their ability to summarize analyses and criticize. Second, it strengthens students' learning, thinking and reflecting on the English language (Ahmed, 2010).

In this regard writing should keep its formality in the body of the writing. If the writer does not organize his or her writing in coherence, it loses meaning to translate as it intended to the reader. Therefore, writing in cohered manner is crucial activity to give sense to the reader. So, coherence is determinant factor to keep writing quality. According to Ahmed, (2010) Coherence, or texture, is the combination of semantic configurations of two different kinds: register and cohesion. In the same way the writer also expected to keep linkage of the idea in sentence and phrase. Unless the sentence loses its' meaning leads the reader to the misinterpretation. Concerning the revision made on organization, reviewers check how well the different parts of the paper connect and flow together, the use and appropriateness of organizational signals in which readers follow the flow of ideas and the relationship among the sentences

and paragraphs. The organizational signals in writing are that we call transitional devices. These devices differ based on the type of essays writing methods we use. For instance the transitional signals we use in writing cause - effect essay and contrasting and comparison are different. Finally grammar and spellings are important aspects of the writing features. To organize these features properly the writer should incorporate all the elements which unify the writers` work.

2.11 Social Network and Facebook

Social network is not a new term nowadays. Almost all people know what it is although they cannot define it. Based on my limited knowledge, I define social network as Internet-based social system consisting of many people from different places that are connected together to allow communication and interaction between them.

According to Yunis, Salehi & Chenzi (2012), “A social network is an online platform or medium used to establish social relations among individuals who share interests and activities. Most social networks services allow users to share their opinions, interests, activities and events within their individual networks”.

Merchant (2013:6) defines social networking as “the patterning of everyday practices of social interaction, including those that take place within family structures, between friends, and in neighbourhoods and communities.”

Another definition comes from Boyd & Ellison (2007), they define social network

sites as “web-based services that allow individuals to (1) construct a public or semi public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system”.

From the definitions above, we can obviously state that the application such as MySpace, path, Facebook, Twitter, and Google+ belong to social networking sites. In this era of technology, social networks become a part of human life. It is successfully integrated to human daily activity not only in social purposes, but also in business yet educational ones. This is in line with Merchant (2013:6) who views social networks as a new way of building or maintaining friendship or interest groups, extended family ties, professional, political or religious affiliations.

The current most popular social networking site is Facebook (FB). Facebook is a social networking site found by Mark Zuckerberg in 2004 which has become the leading social networking site in the world. Boyd & Ellison (2007) note that Facebook began in early 2004 as a Harvard-only social networking site but in september 2005 had successfully expanded to include high school students school students, professionals inside corporate networks, and, eventually, everyone. As of the second quarter of 2016, Facebook had **1.71 billion** monthly active users worldwide, which is a 15 percent increase year over year. (Source: Facebook as of 7/27/16).

Facebook grows rapidly in many countries including Indonesia. According to Facebook statistics in july 2016, the total number of Facebook users in Indonesia

is reaching 60.3 million. This number of users placed Indonesia as fourth in the highest number of Facebook users in the whole world following United States, Brazil, and India. It means that Indonesia placed second in the whole Asia and placed first in South East Asian.

Facebook has many features that enable the users to interact and communicate with others. Every Facebook user has a page for himself/herself called "timeline". This timeline consist of the information of the user such as "profile", "friends", "photos", and "status updates". Users can go to "home" where they can see other users' statuses or share status with others. They can also "like" and "comment" on their own or other's statuses. Users may also "poke", "send message", "chat", or "write something on other's timeline". They can also "share photos", "links", and "video". Users are also able to create "Fan Page" or "Group" as a place to share ideas between people with same interest.

2.12 Facebook Group

It has been stated that Facebook has many built-in features. One of the features mentioned is Facebook group. According to Yunus & Salehi (2012:87), "Facebook groups is a feature that is available on the social networking site Facebook in which unlimited number of members are allowed to participate, communicate and interact via post and chat style for a specific purpose". Yunus & Salehi (2012:89) believes that "„FB Groups" has the potential to give the youth what they desire, so to speak, with its interactive, easy-feedback features, and thus, create a positive environment that is encouraging and conducive for aiding the writing process for the young people of the Y-generation of today".

According to the explanation above, researcher conclude that Facebook Group is a Facebook feature that functions as a place to share ideas between people with same interests, and this function make it possible to be utilized in a writing class as a place where students share their writing product to be reviewed and commented by other members of the group. It is expected that Facebook group will be effective in implementing peer assessment to students' writing skill.

2.13 The Use of Facebook in Learning Writing

Nowadays, Indonesian young people spend huge amounts of their time doing anything on Facebook. They interact with others on Facebook, mainly in written form. It makes the implementation of Facebook on learning writing is considerable. Bringing Facebook in students' learning is expected to engage the students in the learning activities. This statement is supported by Friedman & Friedman (2012:17) who argue that "the best way to bring courses to life and make learners more exciting, energetic, and enjoyable is by using social media site in their learning". Furthermore, Majid, Stapa, & Keong (2012:37) state that "Facebook is a social networking site which can be utilized as an educational technology tool that facilitates online communications between second language learners and their friends".

Roberts (2009:5) emphasizes the reasons why Facebook is obviously promising for the foreign language classroom in four ways: (1) Facebook is internet based, it can be accessed simply by cellphones, (2) many students have been using Facebook actively, so teachers do not need to explain in detail how to use it, (3) Facebook is always free; to use it, students only need to have e-mail address and

internet access, and (4) Facebook is ideal for out-of-class time, it keeps valuable class time available for other important activities.

In conclusion, Facebook offers new ways of teaching which is never possible before. Teachers need to realize the special quality of implementing Facebook especially in teaching writing. However, they must also be aware of the possible bad effects of it and continually examine the uses and outcomes of using it in teaching learning process.

2.14 The Advantages and Disadvantages of Using Facebook in Learning Writing.

From applying this method in some previous research, there are some advantages and disadvantages of Using Facebook in Learning Writing.

2.14.1 The Advantages.

Many researchers believe that Facebook has potential to be equipped in writing class. This consideration is caused by the advantages offered by this social networking site.

Firstly, Facebook provides broader audience than traditional classroom does. Having larger audience is important to students since they need as much feedback as possible.

In traditional classroom, students work on writing will only be submitted to the teacher to be checked. Therefore, the feedback students get is from the teacher only. Whereas, it will be better if students have more audience, i.e classmates, friends, etc. In this way, they will get more feedback and review. This is in line

with Harmer (2004:12): “It is not just teachers who can respond to students” writing. It is often useful to have students look at work done by their colleagues and respond in their own way.” Moreover, Healey (2007:181) adds another function of large audience. She states that “broadening the audience base can enhance motivation for taking the time to edit and revise. Even posting a message to a class discussion group gives the sense of an audience “out there” rather than one that consists only of the teacher”.

The second advantage is that Facebook allows for unique interaction. In Facebook, besides sharing experience through writing, students are also able to share pictures or videos to develop ideas into writing. They may also share links to get more materials or examples of the writing. The good thing is that those texts, pictures, videos, and links can be accessed anytime and anywhere as long the device and the Internet access are available. It means that Facebook allows for not only inside classroom interaction but also outside one. As stated by Yunus, Shalehi, & Chenzi (2012:47), “Facebook enhance outside classroom interaction and education between the students and the teacher”. Obviously, this is not a special quality that classroom traditional board has.

Thirdly, Facebook enables fun learning environment. Traditional writing class used to be boring and unattractive. By integrating Facebook in formal classroom, students will feel more enjoy and fun during the class. This is in line with Saikaew’s, et al (2011) statements: “Since they use Facebook frequently and comfortably, we may exploit this entertainment-oriented site as an edutainment tool”. In addition, Yunus, Shalehi, and Chenzi (2012:47) state that

“Facebook increases motivation and build confidence for students in using and learning English”. In short, Facebook can engage students to be more involved in the learning activity.

The fourth is that Facebook promotes equal learning opportunities. Usually, face to face classroom is dominated by a few excellent students. On the other hand, shy students and students with less ability have little opportunity to participate actively. In Facebook, every student has equal opportunity to post something, comment, criticize, ask questions, answer questions, give opinions, etc. In short, Facebook promote more equitable sharing of ideas than face-to-face classroom. Furthermore, sharing ideas with others on Facebook makes students, even the shy ones, interact with others. It makes them practice communicating in English either makes them more social.

Not every student feels easy to express ideas, ask questions, or answer it. Online social media like Facebook provides an atmosphere in which all people have the freedom of expression. Since in facebook students may feel comfortable asking questions and expressing ideas to their teachers and other students in online environments”.

From those explanation, it can be concluded that Facebook offers many excellences that make it potential to be benefitted to be used in writing classrooms: (1) Facebook broadens the audience, (2) Facebook allows for unique interaction, (3) Facebook enables fun learning environment, (4) Facebook promotes equal learning opportunities, (5) Facebook provides an atmosphere in which all people have the freedom of expression. Finally, language teachers need

to realize the Facebook potential to be used to enhance students writing.

2.14.2 The Disadvantages.

Beside the advantages, integrating Facebook in formal writing activity will also bring several disadvantages. Firstly, it obliges the availability of Internet access and devices and the teacher and students' ability to operate computer and Internet. As stated by Yunus, Salehi & Chenzi (2012:45), the learners who intend to use Facebook in learning English must have access to computer and Internet.

Secondly, Facebook offers so many kinds of entertainments which can distract students during the class activity. For example, Yunus, Salehi, & Chenzi (2012:45) state that "students will spare more time on playing computer games and chatting on-line on the pretext of doing writing on Internet". Therefore, teacher should manage the students and give clear instruction of the class rules to avoid this to be happened.

Thirdly, students will be lead to „copy-paste“ from online resources rather than create their own writing. This is in line with Yunus, Salehi, & Chenzi's statement (2012:45), "Writing tasks online will lead students to „copy-paste“ from the extensive online resources without thinking". This phenomenon normally happened in this era of technology where any materials can be picked easily from Internet. To avoid this, teachers should guide the students in the process of writing so that students will experience the stages of writing step by step. It will make them feel comfortable and confident with their own writing rather than do „copy-paste“ from Internet. In addition, teachers will also know their progress well.

The fourth disadvantage or challenge is the absence of nonverbal cues. Communication with Facebook (except for the webcam Facebook) does not include nonverbal cues such as gestures and other body language, facial expression, etc.

From the explanation above, the challenges or disadvantages of integrating Facebook in writing classroom can be summarized as follows: (1) it obliges the availability of Internet access and devices and the teacher and students' ability to operate computer and Internet, (2) Facebook offers so many kinds of entertainments which can distract students during the class activity, (3) students will be lead to „copy-paste“ from online resources rather than create their own writing, (4) communication through Facebook (except for the webcam Facebook) do not include nonverbal cues. In conclusion, integrating Facebook in writing classroom has strengths and weaknesses. Teachers who are interested in the advantages of using Facebook in their classroom need to be aware of the flaw and bad impacts of it, too.

2.15 The Guidelines of Peer assessment Activities.

There are some guidelines to be followed before and after peer assessment activities.

2.15.1 Guidelines to be Followed before the Peer Assessment Activities.

a. Ambiance for Peer Assessment

In determining the subject of the research as the sample, 30 students were selected and divided into ten groups based on their preliminary ability in writing, ranging

from the lowest scores to the highest. Assigning students to the groups would allow the instructor to ensure that the groups are heterogeneous. Maintaining the same groups throughout the semester would help the students build the trust that is necessary for peer assessment to be successful.

Writing tests were administered four times to be corrected in peer assessment. Before administering the first test, firstly, the students were taught, conventionally about argumentative paragraph. In this extend, the students were taught to understand organization of paragraphs and to write a topic sentence and supporting sentences. In the next four meetings, they would be assigned to write an argumentative text.

Each peer-assessment session required at least one class period. While it was possible to complete a session in 100 minutes, a two hour class period was preferable. The atmosphere of trust and mutual respect that is necessary for the success of peer– assessment sessions does not develop instaneously.

b. The instructions for writing the pharagraph.

There were some writing tests administered to the students dealing with four different topics. Each test were administered in 100 minutes to be corrected in peer assessment.

The instructions included the following:


- Write your name and class clearly on the top of paper
- Choose one topic above.
- Use your time adequately. The time is 70 minutes.

- Write your opinion on the topic above not least than 400 words.
- Explain some idea of your opinion for that topic
- Finish your writing with conclusion or recommendation that sum up your arguments
- Work individually (No discussion and dictionary)
- Put on the things you have provided above in good, well-structured and interesting writing.

c. The guidelines to create facebook close group.

The leader of each groups make a facebook group, all the members will be added to a Facebook group. After that, they will be asked to give one another feedback. The aim is to develop an environment that would illustrate how, by using such groups, students can better develop their writing skills.

The instructions included the following:

- 1) Go to www.facebook.com, using the assigned user name and password, access the designated group.
- 2) Click  in the top right of Facebook and select **Create Group**
- 3) Fill in your group name, who you want to add to your group and then choose the privacy setting for your group.
- 4) Click **Create**

Once you create your group, you personalize it by uploading a cover photo and adding a description.

- 5) Click “Add File” on the toolbar at the top of the “write something” text box.
- 6) Click the “Choose File” button in the From computer section to open a file browser.
- 7) Select the document using the file explorer and click “Open” to add the Document to your update.
- 8) Write something about the document in the “ Say Something About This” text box.
- 9) Click the “post” button to post the document.

2.15.2 Guidelines to be Followed during/after the Peer Assessment Activities.

a. Observing and mentoring Each Peer Assessment Session.

In observing Facebook closed group peer assessment activities, the observation sheet was based on Facebook closed group peer assessment guidelines suggested by the researcher.

After the students wrote an effective paragraph. Facebook closed group peer assessment would be conducted. The students created their Facebook closed group, they capture the image of the writing, upload, and post it on Facebook closed group. After that, students perform facebook closed group peer assessment.

In performing Facebook closed group peer assessment, on comment box provided by Facebook, the students should comment and give argument to another student’s writing dealing with the topic sentence, supporting sentences, and concluding sentence. Beside examining, the students also should provide

constructive criticism and suggestions for improvement. During the the process of Facebook closed group peer assessment students can utilize Facebook's features, such as Spell-Checker and Chat.

b. Monitor Each Group for Effective Peer Assessment

Even with clear instructions, peer-assessment sessions can go twisted. Circulate throughout the session to make sure that the groups stay focused. observe carefully to the comment feedback, and use questions to help students make their comments as specific and descriptive as possible. The teacher should guide the learners to comment the exact error / mistake rather than vague and hurting comments. Students are to be encouraged to supply particulars of errors / mistakes that help the writer to improve his/her writing.

Paying attention to how the groups are functioning overall can help the teacher determine whether they need additional guidance to the class as a whole. Teacher need to encourage the students not to present an overall judgment of the writing, but to try to say something specific that can help the writer revise the paper. The students should also ignore the same corrections which is already corrected by other friends to avoid redundant corrections and make them more effectively useful.

c. Write Final Drafts after Peer Assessment Activities

Facebook closed group peer assessment, each student should capture the image of the other friends' comments and write an evaluation report about the feedback suggested by each student in peer assessment activities in order to help them

revise their writing. Each student revise their writing for final draft. After writing final draft, each student should compile their writing of the first draft, and final draft in a package for submission.

2.16 Perception in Language Learning

Students are in a good position to assess the effectiveness of teaching, although the extent to which they are able to do so depends on the type of feedback instrument they are given.

Topping as cited in White (2009) briefly reports a sampling of student views about PA expressed in the literature. On the positive side these include fairness (being assessed by more people) and the formative usefulness of detailed peer feedback. On the other hand, students expressed a dislike for possible social embarrassment (especially concerning identifying weaknesses in the work of peers) and the fact that PA may be cognitively challenging and straining for students.

Although students are often critical, they usually have a good sense of whether a teacher prepares his or her lesson, teaches relevant content, provides lesson that are engaging, relevant, and at an appropriate level of difficulty. Students' perceptions are the beliefs or opinions that students have as a result of realising or noticing something, especially something that is perhaps not obvious to other people, for example: teachers, parents, or outsiders. They are the result of direct experiences in the educational context.

Based on the previous research of Yugandhar (2015). the subjects' opinions towards learning with a Peer Assessment approach were constructive. They felt

that learning by this instructional method was enjoyable and interesting as the way the class was conducted challenged them to think, explore for more information, and share their ideas with the peers. They reported that their English discussion skills were better.

2.17 Perception towards Peer Assessment in Teaching Writing

There are some previous research which have conducted a research of PA. After conducting the research, it showed students' perception of PA in teaching writing. White (2009) found that most of the students perspective on using peer assessment were positive, on the whole, and the process did indeed lead to the promotion of student learning. Besides, the other previous research is from Peng (2010), there are seven benefits of peer assessment, i.e. 1) Peer learning and assessment are quite effective in terms of developing students' critical thinking, communication, lifelong learning and collaborative skills. 2) Integrating peer and self assessment into teaching has the benefit of connecting teacher feedback with student learning. 3) not only can peer assessment increase the amount of feedback, but it can also promote higher order thinking. 4) The direct involvement in the learning process enhances students' sense of ownership, responsibility and students' motivation. 5) It promotes active and autonomous learners. 6) peer assessment becomes very useful because it can prevent the effect of free-riders; in other words, it is a good way to distinguish individual contributions from group products. 7) most of the students found self and peer assessment useful, interesting, and fun.

Despite gained benefits, it is also acknowledged that Peer Assessment process has brought frustration and more hard work to both students and teachers. Having students read and give feedback on their peer's paper in class rather takes time, and the way to provide feed back is not restricted to in-class communication.

In this study, the reseracher tries to find students' perception by distributing questionnaire to the students which consists of 15 statements based on the four conditions of Peer Assessment; developing the students' learning skills, motivate students in writing, assessment process viewed from others, and assessment process viewed oneself, which were modified from Peng's (2009), in teaching learning process of writing argumentative paragraph.

2.18 The Theoretical Assumption

In writing activities, peer assessment is an integral way of conducting classroom activity based on cooperative learning theory. It is beneficial to encourage revision and improving writing, which the higher frequency of suggesting and evaluating by the reviewers, the higher the students' effort to help each other improve the writing. Moreover, peer assessment through group work or pair work can also build up the students' confidence through collaborative learning by interacting with others to learn and develop greater independence in writing. Meanwhile, based on the literature review, Facebook in teaching writing has proved that it can improve the students' grammar and writing achievement and also gives positive attitudes to the students. More importantly, Facebook also offers multiple functions and provides useful features, such as Spell-Checker and Chat that can possibly help the students correct their friends' writing. Finally, it is

assumed that Facebook closed group peer assessment can facilitate the students' writing activities well and improve their writing achievement.

2.19 Hypothesis

The following hypotheses are proposed in order to answer the research questions. From the theory and some previous research before, the researcher proposed some hypotheses as follows:

1. The use of Facebook closed group peer assessment in EFL writing classroom affects the students' writing achievement.
2. Facebook mediated peer assessment affects the most writing aspect especially in content.
3. Students' perception agree that Facebook mediated peer assessment in writing process improve students' writing achievement.
4. Facebook mediated Peer assessment forces them to publish their writing and through publishing their writing in *Facebook*, the students give a good feedback to their friends' writing structurally and well organized.

In brief, this chapter has discussed several points of theories and reviewed relevant previous studies. This chapter has also discussed about writing, teaching writing, Process of Writing, writing in EFL, peer assessment, the role of peer assessment in teaching writing, advantages and disadvantages of peer assessment in teaching writing, peer assessment in writing, features of writing assessment, social networks and Facebook, Facebook group, the use of Facebook in learning writing, advantages and disadvantages of using Facebook in learning writing, the

guidelines of peer assessment, perception in language learning, perception towards peer assessment in teaching writing, theoretical assumption, and hypothesis.

III. RESEARCH METHODS

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

3.1. Research Design

This study used mixed method research because it was aimed to find out the effects of Facebook closed group peer assessment in students' writing, to find out which aspect of writing that improves the most by using Facebook closed group peer assessment in students' writing achievement, to describe the students' perception towards the *Facebook* closed group peer assessment in writing classroom, and also to describe how students assess their peer's writing through Facebook.

The researcher collected the quantitative and qualitative data at the same time in the sense that the researcher observed the students while they were engaging themselves in the peer assessment activities in order to adequately grasp how the students went through the process, whereas the quantitative data assessed the impact of the treatment on the outcome. The qualitative data were in terms of

observation data collection. Meanwhile, quantitative data where dealing with test scores and responses to questionnaire.

The following is research design:

T1 X T2

Notes:

T1 : Pre-test
X : Treatment (Peer Assessment Facebook Group)
T2 : Post-test

(Setiyadi, 2006:131-132).

3.2. Source of Data

The population of this research was the fourth semester of university students. The sample of this research would be one class as the experimental group. The subject of this research was English department students batch 2014. This study was conducted in university level because the objective in this study was to minimize the students' problem of generating idea. Since university students have already had the basic knowledge, especially in English Department students, the use of this media would be appropriate.

3.3.Instruments

There were three instruments would be used in this research, they were writing test, observation and questionnaire.

3.3.1. Writing Tests

In this research, writing test was used to know the students' writing achievement. There were two tests, pretest and post-test, which are both the same. In the pretest and posttest the students would be asked to write their argument or make an

argumentative paragraph. Scoring criteria was used to assess the students' argumentative writing. Considering the validity of assessment, in determining the scoring rubric, the teachers should concern what skills or abilities were being measured. Considering the validity of assessment, in determining the scoring rubric, the teachers should concern what skills or abilities were being measured. In this research, scoring criteria was based on the five aspects of writing that should be considered in assessing a writing composition, namely contents, organization, vocabulary, language use, and mechanics (Heaton, 1991).

The criteria of scoring were modified from Heaton (1991:146) that can be described by the following table of specifications:

Table 3.1The Writing Table of Specifications

No.	Element	Point	Explanation
1.	Content	30-27 (Excellent – very good)	The content is knowledgeable, the thesis is developed properly and relevant to assigned topic in their writing.
		26-22 (Good - average)	The content has some knowledge of subject, the thesis has limited development, mostly relevant to topic, but lacks detail.
		21-17 (Fair - poor)	The content has limited knowledge of subject, and the thesis is developed inadequately.
		16-13 (Very poor)	The content does not show knowledge of the topic, the thesis is developed impertinently, and too little sentence to evaluate.
2.	Organization	20-18 (Excellent – very good)	The organization is expressed fluently, ideas are clearly stated/supported, well-organized, has logical sequencing and cohesiveness.
		17-14 (Good - average)	The organization is sometimes developed stagnantly, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
		13-10 (Fair - poor)	The organization is developed non-fluently, ideas are confused or disconnect each other, lacks of logical sequencing and development.
		9-7 (Very poor)	There is no communication, no organization, or not enough to evaluate.

3.	Language Use	25-22 (Excellent – very good)	The sentence structure used is effective complete construction with few errors of agreement, tense, number, articles, pronoun, and preposition.
		21-18 (Good – average)	The sentence structure used is effective but simple construction with minor problems in complex construction, several errors of agreement, tense, number, articles, pronoun, preposition, but meaning seldom obscured.
		17-11 (Fair – poor)	Major problems are in single/complex construction, communicate, or not enough to evaluate.
		10-5 (Very poor)	Virtually no mastery of sentence construction rules, dominated by errors, does not excellent to very good level: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, and paragraphing.
4.	Vocabulary	20-18 (Excellent – very good)	The vocabulary used are effective word/idiom, word form mastery, and in appropriate register.
		17-14 (Good – average)	The vocabulary used have occasional errors of word / idiom form, choice, and usage but meaning is still intelligible.
		13-10 (Fair – poor)	The vocabulary used have frequent errors of word/idiom form, choice, usage, meaning confused or obscured.
		9-7 (Very poor)	The vocabulary used are essentially translation of the first language, little knowledge of English vocabulary, idioms, word form and not enough to evaluated.
5.	Mechanics	5 (Excellent – very good)	Shows that the learners are in the frequent errors in negation, agreement, tense, number, articles, pronoun, preposition and meaning confused or obscured.
		4 (Good – average)	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
		3 (Fair – poor)	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or not obscured.
		2 (Very poor)	Denote that the learners are in the very poor level: no mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

3.3.2. Observation

The observation was conducted in online. The observation was conducted to observe the students' peer assessment activities through Facebook closed group after joining all Facebook closed groups. The researcher did observation by giving checklist on the observation checklist. The researcher used observation checklist from the characteristic of peer assessment through Facebook. The observation was done to see the process of *Facebook* mediated peer assessment in the classroom. Here are some points that the researcher used in checking the students' peer assessment through *Facebook*.

Table 3. 2 Observation Checklist based on the characteristics of peer assessment through Facebook

No.	The characteristics of peer assessment through Facebook	Yes	No
1.	Creating a students'-centered classroom		
2.	Evaluating their own work critically		
3.	Teaching students' important writing skills		
4.	Seeing ideas and points of view other than their own		
5.	Discussing how to revise writing effect		
6	Internet-based which is simply accessed		
7	Accessible anywhere even out-of-class time		
8	Giving interactive ways the youth what they desire by using easy feedback features		
9	Encouraging and conducive for aiding the writing process		
10	Enjoyable learning by using social media		

3.3.3. Questionnaire

To describe the students' perception about FB Peer Assessment Activities, the researcher provided the students some questions to answer according to Peer Assessment principles in teaching writing. Questionnaire also helped the researcher to answer third research question.

The questionnaire was distributed to the students after the students had tried peer assessment and analyzed the marks and feed back given to them by their peers.

The questionnaire began with the section of personal data. The questionnaire contained 15 Liker items. A number of liker items were modified from Peng's (2009) survey and their wording was changed in order to make them more appropriate for university students. The questionnaire used Liker Scales because it is the commonest scale to measure students' perceptions (Setiyadi, 2006:58). The scales used these following categories: Strongly agree, agree, neutral, disagree and strongly disagree.

The first five statements of the questionnaires were aimed at finding out whether, in the opinion of the students, peer assessment helped to develop their learning skills, analytical skills and EFL skills. Statements six, seven and eight were related to students' motivation and aimed at finding out whether peer assessment motivated them to work harder on their own writings as well as concentrate more carefully on the writings of their peers. Statements nine to fifteen focused on the issues related to the assessment process: the objectivity of assessment, the usefulness of the feedback, the capability of the students of commenting on and marking their peers' writings. The following table was the specification of students' perception questionnaire.

Table 3.3 The Specification of Students' Perception Questionnaire

No.	The Classifications of the Questionnaire	Number of Items
1.	Developing the students' learning skills	1,2,3,4,5
2.	Motivating students in writing	6,7,8
3.	Assessment process viewed from others	9,10,11
4.	Assessment process viewed from oneself	12,13,14,15

Furthermore, before the students started to fill in the questionnaires, the items were reviewed together with the students and they had chance to ask if there was something in comprehensible or confusing. All the items and questions seemed to be understandable for the students.

3.4 Validity and Reliability

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

3.4.1 Validity

The validity of a test is the extent to which it measures what it is supposed to measure. (Heaton, 1991: 159). According to him, there are two basic types of validity, such as content validity and construct validity. Therefore, in order to measure whether the test has a good validity, those two types of validity were analyzed.

According to Heaton (1991:160), content validity depends on a careful analysis of the language being tested and of the particular course objectives. The test should be so constructed as to contain a representative sample of the course, the relationship between the test items and the course objectives always being apparent. In order to meet this validity, the materials of the teaching would be the ones that suit the college standard curriculum (KKNI). The themes of the teaching were supposed to be well-comprehended by the fourth semester students of the English department in the University of Lampung.

Construct validity deals with whether the test is in accordance with the theories of what it is supposed to measure. It is about whether the given test reflects what it measures. In this research, the scoring criteria of the composition would be based on the five aspects of effective writing, i.e. Content, organization, language use, vocabulary and mechanics, adapted from Heaton (1991:146).

While for the questionnaire, face validity, it was previously examined by the advisors to check whether the items in the questionnaire had been clear, readable, and understandable to be responded by the students. Then, for content validity, the items in the questionnaire were equivalent to the techniques, which was Facebook mediating peer assessment activity, that the students have got in the treatment.

Besides, construct validity for questionnaire concerned with whether the test is actually in line with the theory of what peer assessment is. It meant that the test measured certain aspects based on the indicator. The researcher examined it by referring to the theories of the indicators used in the questionnaire, adapted from what is defined by Heaton (1991) about construct validity.

3.4.2. Reliability

Reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measurement. Reliability denotes the extent to which the same marked by two or more different examiners or the same examiner on different occasions. In short, a test must be consistent in its measurements to be reliable (Heaton, 1991:162). In order to ensure the reliability of the data and to avoid the subjectivity of the research, inter-rater reliability was also conducted. It

was used when score on the test is independently estimated by two or more judges or raters. Therefore, there were two raters in examining the students' writing and its errors through *Facebook* closed group peer assessment. The two raters were the researcher and an English teacher from other institution. By gaining score from two different raters, this ensure that writing tests are reliable.

Before scoring the students' writing, it is important to make sure that both raters used the same criteria of scoring. Hereby, the first and the second rater uses scoring criteria devised from Heaton (1991:146).

This study used SPSS 16 to get the standard of reliability for writing test with the following;

The criteria of reliability:

- 0.00 to 0.19 = very low reliability
- 0.20 to 0.39 = low reliability
- 0.40 to 0.49 = medium reliability
- 0.60 to 0.79 = high reliability
- 0.80 to 0.100 = very high reliability

Table 3.4 Reliability of Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.827	15

Table 3.5 Reliability of Pre-test

Reliability Statistics	
Cronbach's Alpha	N of Items
.915	2

Table 3.6 Reliability of Posttest

Reliability Statistics	
Cronbach's Alpha	N of Items
.955	2

After tabulating the score of questionnaire, the researcher found that the reliability of the questionnaire was 0.827. It meant that the questionnaire had very high reliability. While for the writing test, the researcher found that the reliability of pre-test and posttest were 0.915 and 0.955. Based on the criteria of reliability, both pre-test and posttest had very high reliability.

3.5 Data Collecting Technique

This research was aimed at gaining the data on the students learning process through Facebook mediated peer assessment, and the students' writing ability score before the treatment (pretest) and after the treatment (posttest) as well as the students' perception on learning methods. Therefore, observation, writing test, which consisted of pretest and posttest and distributing questionnaire would be the representing students. Both test provided some separate categories intended to measure students' writing ability in terms of contents, organization, vocabulary, language use, and mechanics (Jacobs et.al as cited in Ghanbari et.al, 2012) and Heaton (1991:146).

The description of writing test, questionnaire and observation can be seen as follows:

1. Pretest

The pretest was conducted before the treatment is administered. It is used to know the students' ability in writing text before they are being given the treatment. The

students are asked to write a text based on the topic given. The pretest is conducted in one meeting

2. Posttest

The posttest was conducted after the treatment is administered. It is used to know the improvement of students' ability in writing a text. The posttest has the same item as pretest. It is conducted in one meeting.

3. Questionnaire

Based on the third research question, a set of closed-ended questionnaires is used. All students are asked to choose one choice as the answer in the questionnaires that best describe their perception toward the items.

4. Observation

The observation was conducted in online. Online observation was also conducted after joining all four Facebook closed groups to observe the students' peer assessment activities through Facebook closed group.

The researcher used observation checklist from the characteristic of peer assessment through Facebook. The observation was done to see the process of *Facebook* mediated peer assessment in the classroom.

3.6. Data Analysis

1. Writing Test

The students were considered successful in the writing if their writing includes the five aspects of writing. Therefore, the aspects of effective writing would be corrected in the students' writing.

The EFL writing was used because it provides a well-defined standard and interpretive framework for evaluating a writings' students' to be used in evaluating students' writing.

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

Table 3.7The Scoring System of Effective Writing

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

C : Content

O : Organization

LU : Language Use

V : Vocabulary

M : Mechanics

2. Questionnaire

Answering the third research question, the researcher described the result of questionnaire about the students' perception. The questionnaires were analyzed by descriptive statistics. Descriptive statistics is used to summarize the data (Hatch and Farhady, 1982). Before being calculated, the sets of closed-ended questionnaires were sorted. The questionnaires used five point Likert Scale. The scales are Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly

Disagree (1). The scores are calculated by using Microsoft office excels in order to simplify their tabulation.

3. Observation

The observation sheet was analyzed by describing the data from observation sheet, which showed the students' peer assessment activities through Facebook closed group.

3.7. Hypothesis Testing

The hypothesis testing was used to prove whether the hypothesis proposed in this research was accepted or not for quantitative data. In this research, SPSS was used to know the significant improvement of treatment effect. The hypothesis was analyzed at significance level of 0.05 in which the hypothesis is approved if $\text{Sig} < .$ It means that the probability of error in the hypothesis is only about 5%. The hypotheses were stated as follows:

H_1 = The Facebook mediating - peer assessment activities affect students' writing achievement.

H_0 = The Facebook mediating - peer assessment activities do not affect students' writing achievement.

The criteria for accepting the hypothesis can be seen from the result of hypothesis testing where H_0 is rejected if T-value is higher than T-table which means that H_1 is accepted.

V. CONCLUSION AND SUGGESTION

This chapter focuses on some points relating to the result and discussion after conducting the research. Then, it can be concluded some conclusions and also suggestions by the researcher.

5.1 Conclusion

In line to the findings that the researcher found after conducted the research, the researcher draws several conclusion as follows:

1. Facebook mediating-peer assessment in writing class effectively gives a big role in elaborating students' idea to make their own writing become well-organized and logical writing.
2. Teaching writing though media social can give good effect to the students writing achievement through the suitable activity and teacher' control.
3. Peer Assessment through group Facebook becomes a trigger for the students in giving their comment and suggestion to their friends' writing.
4. As youth for this era like to connect and play their media social, which one of them is Facebook, it becomes one of the best ways to have the course using this to motivate them to be active in learning process.

5.2 Suggestion

Some suggestions that the researcher would like to propose based on the conclusion are as follows:

1. The English teachers are suggested to use Facebook mediating-peer assessment in writing class because the researcher found in the field that most of students was interested in this. Besides, this is proven by the result of students' writing test score. This technique applicable to be used by the English teachers when they are teaching Argumentative paragraph.
2. For the English teachers who want to use Facebook mediating-peer assessment in teaching are suggested to be able to choose the appropriate topic, which is familiar to the students and prepare a clear guideline about the procedure of the activity by using this.
3. For the English teachers should give a range of time in which students give their comments. Besides the teachers should also be able to encourage students to be so confident that they will be willing and interested to comment as much as possible.
4. For further researcher, it is suggested to conduct a research more in depth in the same field with different context. Moreover, since this study was conducted only in one site, which was writing, it is also recommended that the other researchers conduct studies dealing with the other three skills, i.e. reading, speaking and listening.

Those are the suggestions that can be considered for the teacher and also the further researcher.

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