

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

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Abstract: 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 was quantitative and qualitative. It used the one-group pretest-posttest design as the quantitative measurement. Then, the qualitative measurement 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.

Key words: facebook, peer assessment, writing, writing achievement

Abstrak: Penelitian ini bertujuan untuk mencari tahu apa efek *Facebook group close* penilaian rekan pada prestasi menulis siswa, aspek mana dari tulisan yang paling meningkat setelah uji coba tindakan, apa persepsi siswa tentang perlakuan dan bagaimana siswa melanjutkan Facebook – mediasi kepenilaian rekan. Penelitian ini bersifat kuantitatif dan kualitatif. Ini menggunakan desain pretest-posttest satu – kelompok sebagai pengukuran kuantitatif. Kemudian, pengukuran kualitatif melibatkan analisis pada peningkatan siswa dari setiap aspek, persepsi dan proses penilaian. Hasilnya menunjukkan bahwa ada peningkatan yang signifikan dalam prestasi menulis mereka setelah uji coba tindakan dan aspek yang paling banyak diperbaiki adalah konten. Ini juga menunjukkan bahwa siswa menyukai pembelajaran semacam itu, dengan kata lain, mereka memiliki persepsi positif terhadap pembelajaran menulis. Singkatnya, implementasi penilaian mediasi - rekan Facebook di kelas menulis mengarah pada elaborasi ide siswa yang lebih baik yang berakhir dengan tulisan yang lebih baik dan lebih logis.

Kata kunci: facebook, menulis, penilaian rekanan, prestasi menulis

INTRODUCTION

There are five main stages of writing, i.e. Prewriting, drafting, revising, editing and publishing (Casewell; Ozbell; Smith (as cited in Nasir, Naqvi and Bhamani, 2013), so teaching writing should be systematic and in good order. Writing is very important for students (Chokwee, 2013). The multi dimensional nature of writing in instructional practices, evaluation procedures, and language development must be considered by any language curriculum (Hosseini *et al.*, 2013)

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 Puegphrom and 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. In any teaching environment, assessment is essential (Khabiri, Sabbaghan and Sabbaghan, 2011). One of the assessments that can be used in learning English is peer assessment (Khabiri, Sabbaghan and Sabbaghan, 2011; Fauzan, 2016). It supplies the feedback and the assessment that are like professional practice among peers (Berg, Admiraal and Pilot, 2006). Khabiri, Sabbaghan and 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. 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) The enhancement of learners' audience sense 2) Learners' more awareness of writing problems 3) It promotes learners' autonomy 4) Learners feel free to reject unnecessary suggestion. 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. Two research studies show that anywhere between 85 and 99% of college students use Facebook

(Jones and Fox , 2009), so Facebook is very popular among students. 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. Madge et al (2009, 141) reported that the majority of the surveyed university students used Facebook for social reasons. Interestingly, DeSchryver, Mishra, Koehler, and 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. In a study, Ooi and Loh in wang (2012) created a Facebook group for the Chinese language class of secondary schools that students could share course resources and give comments. 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 (Blattner and Fiori, 2009) where the target language is spoken natively.

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, and Wu's (2012) results revealed students' achieving better grades, higher engagement, and greater satisfaction with the university learning experience. Also, Wang, Woo, Quek, Yang and Liu (2012) found that students were satisfied with the implementation of

Facebook. 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, and Zainol, 2010). So, it would be beneficial to use Facebook as a platform for students to give and get feed back since it creates authentic language interaction, increases student motivation and enhances their English learning achievement.

Several previous studies have related Facebook to students' writing with various results consisting of pros and cons (Rifai 2010 ; Shukor and Noordin, 2014; Ping and Maniam, 2015). Yunus and Salehi (2012) also 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 and Maniam (2015) reported that students have positive attitudes on Facebook group discussions. There has also been indication that Facebook effectively enhances EFL students' writing abilities, as seen in (Suthiwartnarueput and Wasanasomsithi, 2012). Yet, 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. Rifai 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 and Salehi - Sangari (2011) who revealed that Facebook negatively affects students' academic performance.

In reference to the contradictive previous findings above, 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 (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 (Gikasand Grant, 2013; Tess, 2013). For 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) and these ones connect Facebook to writing (Yunus

and Salehi, 2012; Suthiwartnaweput and Wasanasomsithi, 2012; Bani-Hani, Al Sobhand Abu-Molhim, 2014; Shukor and Noordin, 2014; Majid, Stapa and 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 they gave to students' writing achievement and how students assess their peer's through peer- assessment activities, mediated by facebook.

In line with the background, the researcher would like to seek answers if there is any effect of Facebook mediated peer assessment on students' writing achievement, what aspect of writing is affected the most by Facebook-mediated in peer assessment, what the students' perceptions of facebook mediated in peer assessment are in writing class and how students proceed Facebook-mediating to peer assessment.

METHODS

This study used mixed method research. 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. The qualitative data was in terms of observation data collection. Moreover, quantitative data where dealing with test scores and responses to questionnaire. In this study, the researcher used construct validity and content validity. 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). On the other hand, for content validity 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). For the reliability, the researcher used interrater reliability which was calculated using SPSS by seeing the coefficient of Kappa value which determined the reliability of pretest and posttest. 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.

RESULTS AND DISCUSSION

Results

The results of this research consist of three major points, i.e. the students' writing achievement based on the comparison of pre-test and post-test scores, the students' perception and how the

implementation process of the experiment ran. Those results are explained one by one in the following.

The Result of Students' Writing Achievement in General

The researcher focused on five aspects of writing (Heaton, 1991) used in testing them both pre-test and post-test. They are content, organization, language use, vocabulary, and mechanics. After tabulating all the data of the all aspect, the researcher found the following result of pre-test.

Table 1 The Statistics Table of Writing Pre-test Score

| Statistics | | |
|----------------|---------|-------|
| pre-test | | |
| N | Valid | 30 |
| | Missing | 0 |
| Mean | | 65.93 |
| Median | | 66.50 |
| Mode | | 68 |
| Std. Deviation | | 6.746 |
| Minimum | | 52 |
| Maximum | | 77 |
| Sum | | 1978 |

In accordance with Table 1 above, the total score of the pre-test was 1978, the mean score of the pre-test was 65.93, the highest score was 77, the lowest score was 52, the median was 66.50, and the mode was 68. The mean of students' writing in the pre-test is 65.93. After tabulating all the data of the aspects of writing, the researcher found the following result of post-test.

Table 2 The Statistics Table of Writing Post-test Score

| Statistics | | |
|------------|---------|-------|
| post-test | | |
| N | Valid | 30 |
| | Missing | 0 |
| Mean | | 74.40 |

| | |
|----------------|-------|
| Median | 76.00 |
| Mode | 77 |
| Std. Deviation | 6.621 |
| Minimum | 64 |
| Maximum | 89 |
| Sum | 2232 |

According to Table 2 above, the total score of the post-test was 2232; the mean score of the pre-test was 74.40; the highest score was 89; the lowest score was 64; the median was 76; and the mode was 76. The mean of students' writing score in post-test is 74.4.

The Result of Students' Writing Achievement in Each Aspect

The improvement of students' writing achievement in each aspect of the scoring rubric is shown in the table below:

Table 3 The Improvement from Pre-test to Post-test in Each Aspect

| No. | Aspect of Writing | Pre-test | Post-test | Gain |
|-----|-------------------|----------|-----------|------|
| 1. | Content | 18.93 | 21.4 | 2.47 |
| 2. | Organization | 14.1 | 15.6 | 1.5 |
| 3. | Language use | 15.3 | 17.5 | 2.2 |
| 4. | Vocabulary | 14.5 | 15.7 | 1.2 |
| 5. | Mechanics | 3.13 | 3.7 | 0.57 |
| | Total | 65.96 | 73.9 | 7.94 |

Based on the table above, it can be concluded that the improvement of Mechanics is the lowest one. In another case, the highest aspect, which improves from pre-test to post-test is content.

The Students' Perception toward the Implementation of Facebook-mediated Peer assessment in Students' Writing.

The researcher analyzed the percentage of each aspect to see the students' response of each statement in the questionnaire, which was as their perception toward the implementation of Facebook-mediated peer assessment in students' writing. In general, the percentages from 15 items of questionnaires were in range 43.3% - 86.6%. The highest percentage comes to the statement "My peers' comments are useful and I get benefit from them". While for the lowest percentage, it goes to the statement "I am able to assess my peers objectively".

The following table described the students' response to each classification of Facebook-mediated peer assessment in percentage:

Table 4 The Mean Score of Each Indicator in Questionnaire

| No. | The Classification of the Questionnaire | Number of Items | Percentage |
|-----|--|-----------------|------------|
| 1. | Developing the students' learning skills | 1,2,3,4,5 | 68.62 % |
| 2. | Motivating students in writing | 6,7,8 | 63.3% |
| 3. | Assessment process viewed from others | 9,10,11 | 55.53 % |
| 4. | Assessment process viewed from oneself | 12,13,14, 15 | 59.2% |

The percentage of this indicator is the highest one, which is developing the students' learning skills, is 68.62%. While there are only 31.38% students who did not feel so because of some aspects which affected like intelligence and how far their understandable to the topic. Then, the

second classification is motivating students in writing. The percentage of this classification is 63.3%. For the third classification is assessment process viewed from others. The percentage for this indicator is 59.2%. For the last classification is assessment process viewed from oneself. The percentage for this indicator is 55.53%.

Based on the findings, the lowest rank of the indicator's percentage score comes to the third classification. It is assessment process viewed others. However the score was not really far from the fourth classification, which is assessment process, viewed oneself and the percentage for both indicators are up to 50 %. Overall, from the result of all four classification percentages proposed by Facebook-mediated peer assessments in writing, students agree with the implementation in this research.

The Process of Facebook Mediating to Students' Peer Assessment

After conducting the observation, the researcher found the findings which are explained more in the table below.

Table 5 Observation Checklist based on the characteristics of peer assessment through Facebook

| No. | The characteristics of peer assessment through Facebook | Yes | No | Note |
|-----|---|-----|----|--|
| 1 | Creating a student-centered classroom | √ | | In the process of doing peer assessment, the activity was done |

| | | | | |
|---|--|---|--|---|
| | | | | by the students. |
| 2 | Evaluating their own work critically | √ | | In evaluating their writing, the students tended to look at the comment of their friends first then did directly the revision based on the comment. |
| 3 | Teaching students' important writing skills | √ | | The students concentrated on the important skills more in doing peer assessment. |
| 4 | Seeing ideas and points of view of the others than their own | √ | | The students tried to make the best of sharing ideas and views in order to get input as much as they could from the process. |
| 5 | Discussing about the effect of writing revision | √ | | The students discussed about the feedback from their friends and the revision from their friends' feedback affect them in making their final draft of writing. |
| 6 | Internet-based which is simply accessed | √ | | This was intended to widen the range of activities the students had, so they had some variation in the learning process with simplicity, not only classroom activities. |
| 7 | Accessible anywhere even out-of-class time | √ | | It was started when they were in the class but for giving response they made it out of the class. This point denotes that the students had some activities outside the |

| | | | |
|----|---|---|--|
| | | | classroom, which still had to do with writings to tackle study boredom. |
| 8 | Youth desirable interactive feedback features | √ | Doing peer assessment through Facebook becomes interactive since the students did it by using social media. They were free to give feedbacks on the fellow students' writings without thinking too much of the mistakes in the feedbacks. |
| 9 | Encouraging and conducive writing process | √ | In the process, the teacher tried to create the helpful conducive atmosphere in which the students would feel the encouragement of writing more and more without being afraid of bad scores. |
| 10 | Enjoyable social media-based learning | √ | This last characteristic is all about accommodating the students with an enjoyable learning process in which they used such a modern feature as social media so that they would feel that the learning was not too old-fashioned for them. |

From the explanation above, it showed that the implementation of Facebook-mediated peer assessment can affect the students' writing and Facebook also affects the process of peer assessment done by the students.

Discussion

Students' Writing Achievement

Based on the results of the research, the researcher considered Facebook-mediated peer assessment one of the techniques to improve the students' writing ability in teaching argumentative paragraph. This result concurs with Wichadee (2013) who discovered that Facebook-mediated learning can lead students to better final drafts. Bani-Hani (2014) also found that Facebook group can be effective in teaching EFL writing. The positive involvement of Facebook in learning environment is also reinforced by a couple of recent findings. Shukor and Noordin (2014) revealed that having students engage themselves in Facebook-mediated writing groups ends up in better writing groups and in support of this, Anankulladetch (2017) came up with the outcome implying that getting students to use social media in learning process facilitates them with more engaging activities which leads to the achievement improvement (Gunuc, 2014). This study also widens the range of social media positive feasible integration to learning context which is implied to be "another way of expanding students' horizon in various matters" (Kolokythaet *et al*, 2015) and they feel more enjoyment when dealing with their academic stuff (Amin *et al*, 2016). This is also consistent with Ping and Maniam (2015) who affirm Facebook group discussions have better performance after comparing the group discussions with traditional ones. Considering the result, it is a compelling fact that Facebook is proven to be a writing-improving media for students. To that end, this finding is coupled with recent ones

(Rodliyah, 2016). Nonetheless, some previous studies are contrastive to this finding (Rouis, Limayem and Salehi-Sangari, 2011; Mingle and Adams, 2015). The studies stand on the ground saying that Facebook or social media are not useful for students' achievement. In favor of the anti-social media views, Yunus, Salehi and Chenzi (2012) emphasize the negative impacts on students' writing, in accordance with the studies opposing Facebook usage. In favor of the contradictive studies above, Rithika and Seluaraj (as cited in Mingle and Adams, 2015) found out that Facebook has negative impacts on students' academic due to their addiction. This goes with Siddiqui and Singh (2015) who pointed out that social media also has negative impacts on youths. Abdulahi, Samadi and Garleghi (2014) are in support of this by deducing that social media affects students' achievement negatively that is still in alignment with Cepe's (2014) discovery, that Facebook indirectly affects achievement. Yet, the study does not specify in which direction it affects the achievement, just like Kamnoetsin (2014) who ended up having the idea that Facebook has positive and negative impacts. To extend the list, in reference to his finding, Junco (2015) is in agreement with the idea that Facebook negatively affects achievement.

The Improvement of Students' Writing Achievement for Each Aspect

Having analyzed the result of the students' writing pre-test and post-test, the researcher found that Facebook-mediated peer assessment

in writing class not only resulted in a significant difference on students' writing ability before and after the treatments, but also affected students' aspects of writing particularly. 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 class room 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 class room writing section they would apply active learning at the same time. This shows 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 feed back 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. Those several five things, which were actually the aspects of writing, were deliberately involved with the students to make them get accustomed to the things related to writing. These brought positive things for the students to do in writing.

The Students' Perception toward the Implementation of Facebook

Mediating Peer Assessment Activities in Teaching Writing.

Based on the findings, the lowest rank comes to the first indicator. It is developing the students' learning skills. The score was close to "motivate students in writing", the second classification. This finding is in line with the previous research of Suthiwartnareput (2012) who found that most students gave positive response toward using Facebook as means of learning grammar and writing and Ducate and Lamicka (2013) who got the result that students perceive Facebook to give such advantages as a better opportunity to communicate in English, mobility, convenience and possibility of learning anywhere which, in other words, increases "learning effectiveness" (Tugrul, 2017). It also accords with Tess (2013) who conducted a research on the usefulness of social media in response to social media usage in the academic field that is often in question. Tess came with the discovery that the social media has turned into a component playing a vital role in personal communication in education. This finding also supports the idea that nowadays, students prefer more modern ways of learning to the ordinary traditional ways bordered by the space an enclosed room and the time they have for the subject (Majid, Stapa and Keong, 2015). Desmal (2017) who also dealt with students' perception in the research also revealed the findings in favor of social media use in education which prove that students attempt to take as much advantage as possible from social media on an academic basis and they consider sharing academic

resources via social media to be very important. However, this finding is inconsistent with those of some previous studies. Sanchez, Cortijob and Javed (as cited in Hershkovzt and Baruch 2017) disclose that students do not consider Facebook as "a tool to use in formal learning settings" "after dealing with the research field as such. Al-Sharqi, Hashim and Kutbi (2015) indirectly support this with the revelation that there are common concerns such as exposure to negative ideas, distraction, introversion and mental dullness. Considering their finding, Wong and Wong (2016) partially rebut this research in this respect by revealing that Facebook usage frequency does not have association with learning effectiveness.

The Process of Facebook Mediating to Students' Peer Assessment

The finding revealed that by implementing Facebook mediating peer-assessment, the students were influenced in several things. It could be seen from the result of observation that almost all characteristics of peer assessment through Facebook are checklist. The students did all the characteristics in the process of doing peer assessment through Facebook. They interact with others on Facebook, mainly in written form. This finding is supported by Friedman and 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 and 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". Nevertheless, 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 GafniandDeri (2012) who revealed that social activities on Facebook consumed a significant amount of the students' time, during the surfing and even after, thus negatively affecting their learning process.

CONCLUSION AND SUGGESTIONS

In relation to the results, it is inferred that 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. In addition, Peer Assessment through group Facebook becomes a trigger for the students in giving their comment and suggestion to their friends' writing. Furthermore, 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.

In consideration of the results of the research, the researcher provides several suggestions for English teachers or lecturers. Firstly, the English teachers are suggested to use Facebook mediating-peer assessment in writing class because it is interesting to students, proven by the result of students' writing test score. This technique is applicable for teaching Argumentative paragraph. Secondly, for those who want to use Facebook mediating-peer assessment in teaching are suggested to choose the appropriate topic, which is familiar to the students and prepare a clear guideline about the procedure of the activity. Moreover, they should give some time for students' comments. The teachers should also encourage students to be confident so that they will be willing and interested to comment as much as possible.

As for the suggestions for researchers who are interested in conducting research in this area, conducting a study dealing with other elements is advisable. Furthermore, since this study dealt with writing only, it is also recommended that the other researchers conduct studies dealing with other skills.

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