



## EFL Students' Attitudes Toward Facebook-Assisted Peer Assessment Of Writing Tasks

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### Abstract

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*The purpose of this study was to examine students' attitudes toward Facebook-assisted peer assessment of writing tasks. This research involves sixteen participants who voluntarily participated in this study. Based on action research with interviews and observational data, the qualitative results are unfavorable. These are: 1) students do not have good ability to do peer assessment. 2) Students do not have good sensitivity to errors in their friends' writing in terms of punctuation and grammar. 3) The problems faced by students in conducting peer assessments can be seen from their lack of ability to conduct peer assessments and lack of sensitivity toward grammatical and punctuation error itself, more over they are not authentic user of Facebook so they seem unenthusiastic to this activity. Furthermore, this current study demonstrates the students' respond of Facebook peer assessment as an assessment method for improving learners' mastery of English writing*

**Keywords:** *Peer-Assessment, Facebook, Writing task, Students' attitude.*

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## INTRODUCTION

Peer assessment can be used in EFL (English as a Foreign Language) writing classes as a form of formative or summative assessment. Since the students are the same age, they will be more attentive and open to their friends' comments and suggestions. Students can learn to be integrated learners by evaluating the work of their peers. According to a systematic review conducted in 2023, self and peer assessment can promote a student-centered approach and sustain the development of a self-regulated attitude toward academic achievement (Eleonora Concina 2022). They were able to express their opinions openly and ask for clarification (Diliana, 2018).

During this time, teachers need to be more creative in giving assessments. Today, teachers are accused of using information and communication technology (ICT) in their lessons, including in assessment activities. The use of Information and Communication Technology (ICT) in education has become increasingly popular in recent years. According to a literature review conducted in 2022, the use of ICT in education has resulted in positive gains for students, including increased attention, engagement, motivation, communication, process skills, teamwork, and gains related to their behavior towards learning. The review also found that the use of ICT helps students access digital information and course content effectively and efficiently, supports student-centered and self-directed learning, and promotes collaborative learning in a distance-learning environment. (Stella Timotheou, Ourania Miliou, 2022)

Mobile devices come with thousands of user-friendly applications that also have significant potential to be incorporated into language learning. One type of application that is now used extensively in Language Teaching Learning (LTL), specifically in the

EFL setting, is the Social Networking Service (SNS), which has the primary function of communicating with others. One way to connect socially is through social media (Fithriani, 2019).

Facebook is the world's most used social media site, with 2.32 billion monthly active users (Influencer Marketing Hub, December 2019 last update). Including Indonesia, which is listed as one of the top 10 countries with the most Facebook users (see Figure 1). Additionally, this is a good opportunity to integrate Facebook as an online teaching tool to teach his EFL in an Indonesian context.

However, many Indonesian EFL teachers still do not use Facebook into their lesson plans, particularly when teaching EFL writing. Although using Facebook as a tool in a virtual classroom has a lot of potential, especially for peer review of EFL writing.

However, there has not been much investigation on how Facebook is used as a tool in EFL writing classes in Indonesian secondary schools. Thus, in order to close this gap, the researcher intends to incorporate Facebook as a tool into the online assessment tool that the students used to provide peer feedback on their own descriptive text writing. The researcher also wants to know what the pupils think of it. The study's researcher thought that the results would be useful for teaching and learning, particularly in nations where English is written.

This study is restricted to looking into how students reacted to peer review of their Facebook-assigned descriptive text. This study focuses on the students' reactions to this novel experience in the writing classroom, peer assessment of descriptive text written through Facebook. Based on how students respond to peer evaluation on Facebook, pedagogical implications will be drawn.

In performing this research, the researcher formulates the following research question: How are students' attitudes toward peer assessment activity via Facebook? Based on the research question stated before, the current study is being performed to investigate how Facebook supports students in providing peer assessment on their descriptive text writing. This issue's instructional approach is used to provide a more detailed description of the stages. The current study is being performed to provide teachers with fresh experiences in incorporating Facebook as a tool in the online pedagogical tool.

Furthermore, the goals of this study are to identify and analyze the students' responses to using Facebook to provide peer feedback on their descriptive text writing. To determine whether students would be interested in undertaking peer assessment of their writing via Facebook. The reactions of the students will be the primary focus of this study.

## **METHODS**

To carry out this study, a qualitative technique with an action research design is used. According to Burns (2010), the goal of the phrase 'action research design' is to identify a 'difficult' scenario or topic that participants - including teachers, students, managers, administrators, or even parents - believe is worth investigating more deeply and on a frequent basis. According to Kemmis (2009), action research is a practice-changing activity that cannot neglect the theoretical terrain that may assist participants operate from a critically informed viewpoint on social reality. Furthermore, Kemmis and McTaggart (2014) have moved beyond thinking of action research as a self-reflective

spiral of cycles of planning, acting and observing, reflecting, and then re-planning in successive cycles of improvement (see Figure 2).

The core concept of action research is to participate in a problematic situation in a methodical manner in order to effect changes in practice. Importantly, the changes that occur in action research are those that are based on data collected systematically by an intervention researcher. Thus, changes in the educational environment result from tangible facts rather than views of how things are (Burns, 2010).

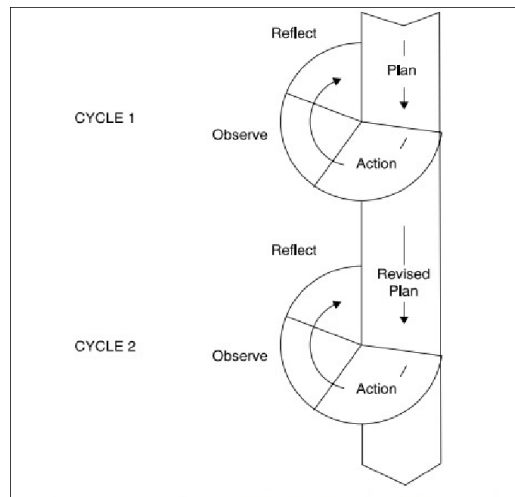


Figure 1: Cyclical AR model based on Kemmis and McTaggart (1988) (in Burns, 2010)

According to the key writers in this subject, Kemmis and McTaggart (1988) (in Burns, 2010), action research generally encompasses four broad phases in a study cycle. These are the phases of preparation, action, observation, and reflection. More information about the phases is provided below

#### 1. Planning

During this phase, the author identifies a problem or issue and develops a plan of action to enhance a specific aspect of the study setting. This is a forward-thinking phase in which the author considers: i) what sort of inquiry is feasible given the reality and restrictions of the author's teaching setting; and ii) what future improvements the author believes are achievable.

#### 2. Action

The plan of action is well-thought-out, and it entails certain purposeful interventions into the author's teaching environment, which the author will implement over a set period of time. The interventions are 'critically informed' in the sense that the author analyzes the author's assumptions about the existing situation and plans new and alternative ways of doing things.

#### 3. Observation

This stage involves the author systematically examining the impacts of the action and documenting the context, activities, and views of people involved. It is a data collecting phase in which the author collects information about what is happening using 'open-eyed' and 'open-minded' techniques.

#### 4. Reflection

At this phase, the author reflects on, evaluates, and describes the effects of the activity in order to make sense of what has occurred and to better comprehend the problem that

has been investigated. The author may elect to do more cycles of action research to further improve the situation.

## **RESULTS & DISCUSSION**

### ***Results***

This study has some general pattern results. These general pattern findings include: 1) students' ability in conducting peer assessment. 2) students' sensitivity toward errors in grammar and punctuation. 3) problems experienced by students in conducting peer assessments. Such themes are an important part of the research question about "How are students' attitudes toward peer assessment activity via Facebook?".

The observation showed that 1) The students did not have proper ability to conduct peer assessment 2) The students are lack of sensitivity to errors in grammar and punctuation found in their friends' writings 3) The problems faced by students in conducting peer assessments can be seen from the two previous findings regarding student abilities and students' sensitivity to errors in grammar and punctuation. The two previous findings show that lack of knowledge and ability is a problem experienced by students in this activity. Then the students' lack of sensitivity to punctuation and grammar is also included in the problems experienced by them. Furthermore, because they are not frequent Facebook users, they do not appear to be enthused about utilizing Facebook to perform peer assessments.

### ***Discussion***

Based on the findings found in this study, researchers can conclude that as follows: 1) students do not have good ability to do peer assessment. 2) Students do not have good sensitivity to errors in their friends' writing in terms of punctuation and grammar. 3) The problems faced by students in conducting peer assessments can be seen from their lack of ability to conduct peer assessments, their lack of sensitivity to errors in grammar and punctuation, and also that they are not natural users of Facebook so they are not very enthusiastic in carrying out this research. This finding is in line with the results of a previous study conducted by (Awaludin, 2015) that when peer assessment done in school, it is not as effective as the usual drilling approach. In other words, peer assessment via Facebook is ineffective.

From the description above, the researcher believes that students who do peer assessments should be students who have good abilities in related material. Teachers can pre-select students to see students who have the potential to have the ability to do this peer assessment so that the percentage of peer assessment success will increase.

## **CONCLUSION**

The author can conclude that in this study students still lack the ability to do peer assessment. This is evidenced in the findings in chapter four which show that students do not provide a complete and clear explanation of each peer assessment point but only fill in each assessment point with a short answer. Then students also do not have sufficient sensitivity to find errors in grammar and punctuation in their friends' writing so that their friends do not get constructive feedback regarding grammar and punctuation.

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