INCREASING EFL STUDENTS' WRITING ABILITIES USING PEER RESPONSE ACTIVITIES VIA FACEBOOK

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Abstract: This study was aimed to increase EFL students' abilities in writing argumentative essay via Facebook by developing peer response activities. The classroom action research was employed in cyclic activities. The subjects were 25 Indonesian fourth-year undergraduate EFL students who enrolled in Writing III course. The data were gained from writing task, observation, and field notes. The result shows that this strategy with the appropriate instructional procedures can increase the EFL students' abilities in writing argumentative essay. It is indicated by the increases of the students' writing achievement and involvement in writing class during peer response activities via Facebook. Hence, it gives insights to employ this way as an alternative teaching technique in writing classroom because of its effectiveness.

Keywords - Peer Response, Facebook, Writing Ability, Written Feedback, Argumentative Essay

INTRODUCTION

Since learning to write is considered the most difficult skill for students who lack of motivation to write in English, and whose writing capacity is not good, the writing teaching should be developed by the writing teachers. Dealing with the need of building the students' writing, Harmer (2007:113) suggests that it is encouraged to build the students' writing habit. Many students either think or say that they cannot, or do not want to write. This may be because of their lack of confidence. They think that writing is boring. Therefore, the writing teacher needs to engage them, from early levels, with easy and enjoyable activities as their habit, so that writing activities not only become a normal part of the classroom but also present opportunities for students to achieve almost instant success.

It is indicated that proficiency to write in English is one of the basic requirements for those who want to involve themselves in occupational or academic purposes as well as in international life. In any case, nowadays the students, particularly the English Education Department students of IAIN Palangka Raya in Central Kalimantan Indonesia, might involve themselves in those proposes. That is why mastering writing skill in English should be provided for the students as early as possible. To do so, the current curriculum of the English Education Department has offered the course of Writing. Writing is given as a series of courses, with 3 credits for each, beginning with Writing I focusing on the sentence and short paragraph developments, Writing II focusing on the development of paragraphs of various types, and Writing III which is focused on the development of various types of essays such as expository essay, argumentative essay, and so forth. Additionally, Scientific Writing is a course given after the students have passed from the previous series of writing courses to help students prepare their thesis writing.

In line with the efforts of the writing teaching development, the personal studies had been conducted in Indonesian English classroom where English as a foreign language (EFL) is learnt. It was to investigate the phenomenon of the writing teaching and as the efforts to find the way to encouraging EFL students to write in English by using teaching techniques or strategies and technology media. The studies were such as developing mind mapping strategy to improve students' ability in writing descriptive paragraph (Miftah, 2010), outlining guidelines for successfully implementing peer response activities via Facebook in writing class (Miftah, 2014), designing the use of blogs for teaching writing so that blogging activities can be implemented in writing class to be interactive activities to improve the students' writing skill for particular context in university level (Miftah, 2015a), developing the idea listing technique to enhance the students' ability in writing expository paragraph (Miftah, 2015b), developing the implementation of writing process approach to enhance the students' skill in writing essay (Miftah, 2015c), investigating peer response in an Indonesian EFL writing classroom (Miftah, 2015d), introducing the appropriate teaching procedures to lead to the success of implementation of project-based learning in Scientific Writing class (Miftah, 2016a), and developing blogging activities to promote EFL students' writing abilities in producing definition paragraph (Miftah, 2016b). The overall results showed that the writing classes were more effective in such a way the students could enjoy and enhance their abilities of writing such kind of paragraph or essay. Thus, it gives insight both students and teachers for writing instruction development.

In recent writing class, based on the personal experience of the writing teaching for EFL students, the fact that the students were still encountered with the problems to write.

A pretest was conducted by giving a test of writing argumentative essay to the students taking course of Writing III, it showed that their writing ability was still low. The percentage of the students' score obtained from the 25 students' writing tasks was that 4.00% (1 student) got score A, 16.00% (4 students) got score B, 36.00% (9 students) got score C, and 44.11% (11 students) got score D. These results are considered to be insufficient since majority of the students were unsuccessful in this course. Only 56.00% (14 students of the class) achieved the score greater than or equal to C (60-69). It did not yet achieve the target of the study of the course of Writing III at the university. It must at least get score C (60-69) for majority of the students for the course of Writing III success as stated in the guideline of scoring at the university.

Besides, the result of observation showed that there were a lot of problems to solve. Some students did not know how to begin to write argumentative essay, but some others did prewriting using the technique such as clustering and idea listing. Also, they got difficult to organize ideas and to arrange the sentences into a paragraph, and the paragraph into an essay so that the essays they produced were not unity and not coherence. Moreover, their writing products were inaccuracies in grammar. As a result, their writing products were not easy to understand. Furthermore, in the writing process activity, the students did not seem to express their ideas using systematic stages such as prewriting, drafting, revising, editing, and publishing. No communication each other or conference was among them when they are writing. Therefore, the students did not tend to have strong motivation and were not interested in writing in English since there was no collaborative writing among them and no process of giving feedback and comment to refine their writings.

Regarding the problems faced by the students in the writing class, the major problem shows that they almost never expressed their ideas using process of writing and never used conference activity for giving feedback or response or comments on their peers' work for revision of the work. Therefore, it needs a strategy or technique helping them to work writing collaboratively with fun activities to increase their abilities in writing. In response to the trend problem encountered by the students in the writing class, the current study proposes the implementation of peer response activities via online activity, that is, via Facebook.

In relation to the writing instruction, it is believed that the use of peer response activities via Facebook enables the students to enhance their abilities in writing. It is said that because of this technique the writers can do revising effectively on the basis of peer feedback or comments from peer readers in the form of written feedback. It is also used in the process of writing typically in the prewriting stage (Yusof, et al., 2012) especially in

the brainstorming of ideas (Yunus & Salehi, 2012) and revising stage (Liu & Hansen, 2002). Through this process it would be an effective way in improving the students' writing ability.

In writing classroom, peer response or feedback can be one source of useful information where students read each other's drafts and give comments on the drafts. Both student writers and commentators or readers gain benefits from the process of peer response (Wichadee, 2013:1). In the writing process the student writers will be aware of their writing problems and see their own progress so that they get guidance and feedback each other on their writings. Hence, the writers can use those comments and suggestion from their peers as input of revision to write the next drafts.

Written feedback can be provided either face-to-face or through the internet. Among many technologies, Facebook is the most popular social networking websites for college students (Wanchid in Wichadee, 2013:2). In this activity students get motivated and are generally comfortable with using Facebook for classes. Therefore, Facebook is deemed a new choice to be used as a learning tool for language writing development.

In relation to study on the implementation of online activities via Facebook in the writing teaching, few studies had been conducted. A study conducted by Song & Usaha (2009) reported that the electronic peer response group produced more revision-oriented comments. Moloudi (2011) found that online peer response can be used at least for three purposes in ESL context: to increase autonomous writing, to improve writing proficiency, and to complete the cycle of writing process. Next, Simpson (2012) used a teacher's diary via Facebook. It was effective and easy teaching tool in ESL classes and it could increase teacher's self-accountability. Yunus & Salehi (2012) conducted a study using Facebook group in writing class. It was an effective way in improving the students' writing abilities, especially in the brainstorming of ideas before the actual writing. Then Yusof, et al. (2012) did a study exploring the benefits of applying guided peer feedback via Facebook. The findings revealed that there were potential benefits of using Facebook Notes as a platform for guided peer feedback at the planning stage of an academic writing process.

Similarly, Wichadee (2013) has found that beside peer feedback on Facebook can develop writing ability of undergraduate students; it can also increase interaction among students and reduce the teacher workload meaning that it helps the teacher to save time in class. Tananuraksakul (2014) reported a study on how undergraduate students perceive Facebook group usage in a writing class. The findings suggested that Facebook group can be used as blended learning (a hybrid instructional model) and learning management system (posting announcements and comments relevant to the class and their writing

assignments) for the students to learn with, not to learn from, as facilitated by the instructor. In addition, Annamalai (2016) conducted a case study investigating the writing approaches that were evident when a group of ESL students were to complete their narrative writing task in the Facebook environment. The result showed that from the online interactions, product and genre approaches were evident. Process approach did not appear in the findings although time and space were available for students and the teacher to communicate with their peers and teacher.

Focusing on using Facebook in teaching writing in EFL context, a study conducted by Cahyono (2011) resulted that the use of Facebook can enhance the skill in writing English essays when it is applied in the publishing stage of the process-based essay writing activities, and it positively encourage students to write essays. The other study, Rodliyah (2016) investigated how Facebook could be incorporated in ELT through e-dialogue journal writing shared in Facebook closed group. It was found that the students responded positively to the activity and perceived improvement in their writing particularly in vocabulary and grammar, and the power of learning and sharing from others is also emphasized.

However, despite the development body of the study on peer response via online activities and its positive impacts in ESL/EFL writing setting, more study is needed on the implementation of peer response activities via Facebook to increase the students' abilities in writing argumentative essay in Indonesian EFL context, more specifically at the English Education Department of IAIN Palangka Raya. Therefore, it is very much necessary to conduct this current study. The researcher tries to develop the appropriate instructional procedures of the implementation of the strategy to be applicable in the writing instruction. On the basis of the background of the study previously stated, the research problem is then formulated as follows, "How can peer response activities via Facebook be developed to increase the students' abilities in writing argumentative essay?"

The study focused on developing the peer response activities via Facebook that could be as teaching technique to solve the problem of how students expressed their ideas in the process of writing and gave feedback on their peer's work into revision as well. The type of writing used in this study was limited to argumentative essay writing as offered in the syllabus. Writing argumentative essay is very essential for students because it forces them to think on their own such as they have to take a stand on an issue, support their stand with solid reasons, and support their reasons with solid evidence (Oshima & Houge, 2006:142).

In relation of the study on investigating argumentative writing, some studies had been conducted in the context of EFL writing teaching. Wihastyanang, et al. (2014) conducted a study investigating the effectiveness of active learning by using learning management system (LMS) to improve students' writing skill in argumentative writing. The result showed that teaching writing by using LMS is more effective in teaching argumentative writing than conventional classroom meeting. The other study was conducted by Khunaifi (2015) reported that teaching critical thinking significantly gives effect on the students' skill in argumentative essay. Therefore, in the context of teaching academic writing in university, particularly in teaching Writing III, focusing on writing various types of essays, such as argumentative essay, is strongly suggested. By writing such kind of this essay, the students will get well prepared to write long academic texts such as term papers or thesis (Cahyono, 2011:148).

Meanwhile, the stages of writing process – prewriting, drafting, revising, and editing (Smalley, et al., 2001:3) – were applied in this study since peer response activities via Facebook is such kind of the technique that should be implemented in the process of writing. As confirmed via a study conducted by Ghufron (2016), it revealed that process-genre approach is more effective than product approach in the writing teaching. Process approach in which the stages of writing process were implemented peer response activities via Facebook was applicable. Meanwhile, genre approach in which the study focused on producing such kind of genre such as argumentative was applied in this study. Therefore, this approach allows the students to study the relationship between purpose and form for a particular genre as they use recursive processes of prewriting, drafting, revision, and editing (Ghufron, 2016:39). By using these steps, the students develop their awareness of different text types and of the composing process (Belbase, 2012: 2-3).

Regarding the assessment of the writing product, it focused on the writing components – content, organization, and grammar. Those three aspects are paramount importance to assess since they can establish the quality of the writing. Content is the substance and the essence of writing. It is the heart-beat of any great writing. To develop the argumentative essay students soundly organize the specific facts and ideas, and require grammar for making sentences (Onukwugha in Miftah, 2010:180).

The findings of this study were expected to have theoretical and practical contributions. It is expected to support the theory of implementing peer response activities via Facebook to increase EFL students' writing abilities in the writing classroom. Additionally, by using peer response activities via Facebook it benefits the students in

writing improvement and the teachers can utilize it as an alternative way in the teaching of writing.

METHODS

Research Design

The research design applied in this study was Classroom Action Research (CAR). It covers four steps – planning, implementing, observing, and reflecting (Kemmis & McTaggart, 1992:11-13). These phases took place in 2 cycles with 4 meetings for each. The subjects were 25 Indonesian fourth-year undergraduate EFL students who enrolled in Writing III course, particularly in English Education Department of IAIN (State Islamic Institute) Palangka Raya, Central Kalimantan, Indonesia.

Research Procedures

Preliminary Study

The preliminary study is meant to know the real condition of the students' and teachers' problems in the instructional process so that the researcher can design the appropriate action plan to solve writing ability problems. The preliminary study was on week 5 of the meeting of Writing III course. In the preliminary study, the researcher obtained the data through the writing test and observation. After analyzing the results of the preliminary study, the researcher found that the students had unsatisfactory writing abilities. This happened since there was no strategy to lead them to the collaborative writing among them and to do the process of giving feedback and comment to refine their writings.

Planning

In conducting this study, the researcher developed instructional procedures of peer response activities via Facebook to be applicable in the writing class. In applying this technique, the researcher modified the instructional procedures of it adapted from Yusof et al. (2012) and Liu & Hansen (2002) based on the material of the course, the students' need, and the class condition. When implementing it in teaching writing, the process writing approach was implemented since peer response activities via Facebook has a focus on the writing process rather than written product. By applying in the process of writing the students can hopefully produce their writings better. Therefore, the process writing approach adapted from (Smalley et al., 2001:3) – prewriting, drafting, revising, and editing – were applied in this study.

In preparing the lesson plan, it was developed based on the course syllabus of Writing III of the curriculum at the university. It focused on the implementation of peer response activities via Facebook in the class of writing argumentative essay.

The instruments required in this study were writing tasks, observation checklist, field notes, and questionnaire. Dealing with this, Koshy (2006:85) asserts that an action research can apply a variety of methods to collect the data.

To know the students' writing ability and see the progress of their writing ability, the researcher assigned the students to do activities of the writing tasks, making outline and producing argumentative essay in each cycle. In Cycle I the students were assigned to write argumentative essay based the topics suggested. They were to choose one of the suggested topics. The topics were:

Topic 1: *Agree or disagree with the following statement*:

The future status of English teacher is assured.

Topic 2: *Agree or disagree with the following statement*:

The death penalty should be given to corruptors for a clean Indonesian government.

In Cycle II the students were assigned to write their own topic of argumentative essay based on their own interests. At the end of each cycle their final works were collected as the students' portfolio. Finally, the students' works were analyzed at the end of the cycle by utilizing an analytic scoring rubric for argumentative essay (Appendix 1) adapted from Oshima & Houge (2006:316). The data obtained from this instrument were in the form of scores.

Observation checklist (Appendix 2) adapted from Tompkins & Hoskisson (1995:231) was required to observe the students' activities during the process of implementing peer response activities via Facebook to know their involvement in the instructional process in every meeting of each cycle.

Field notes were employed in every meeting of each cycle to jot down some aspects of the instructional activities not covered in the observation checklist. The aspects included the appropriateness of the writing tasks, the practicality and the ease of peer response activities via Facebook, and the students' attitudes and problems during the implementation of the technique.

The criteria of success were set up in advance as a basis to determine whether the action conducted was successful or not. This study is said to be successful if it meets two criteria of success: (1) the students' writing achievement enhances, and (2) the students are actively involved in the writing activities.

Implementing

In implementing the action, in Cycle I, the researcher applied the instructional procedures of peer response activities via Facebook developed in the writing class through two sessions: First session, peer response training in-class and online activities; second session, online peer response activities covering outlining, commenting on peers' outline, revising outline, writing draft, commenting on the peers' draft, and revising the draft. Meanwhile, in Cycle II it was applied the revised instructional procedures of peer response activities via Facebook developed in the writing class through the same sessions with the focus on giving reinforcements on the process of writing argumentative essay and on the training of peer response via Facebook. The complete schedule of implementing the action plan is shown in the Table 1.

Table 1. Research Schedule (within Lecture Activities)

Cycle	Focus/Activities	Weeks/Meeting	Learning Mode
Preliminary study	Writing test, observation - writing an argumentative essay	Week 5	In-class activity
Cycle I	**Peer response training** Covering: 1. Providing model of outline (taken from student's product) 2. Providing model of essay draft (taken from student's product) 3. Showing a good or a weak feedback 4. Showing the procedure of peer response via Facebook	Week 8 (Meeting 1)	In-class and online activities
	Online peer response Covering: Task 1: Outlining Task 2: Giving comments on peers' outline Task 3: Revising outline Task 4: Writing first draft Task 5: Giving comments on the draft Task 6: Revising the draft	Week 9 (Meeting 2) Week 10 (Meeting 3) Week 11 (Meeting 4)	Online activity
Cycle II	**Reinforcement of online peer response training**	Week 12 (Meeting 1)	Online activity
	Online peer response Covering: Task 1: Outlining Task 2: Giving comments on peers' outline Task 3: Revising outline Task 4: Writing first draft Task 5: Giving comments on the draft Task 6: Revising the draft	Week 13 (Meeting 2) Week 14 (Meeting 3)	Online activity

Review	Week 15 (Meeting 4)	In-class activity

Observing

At this stage, it was observed the whole aspects of the implementation of the action covering the improvement of the students' writing ability and their involvement during the writing classes (in-class and outside class or online activities). The observation was conducted in each meeting in Cycle I and II.

Reflecting

This stage deals with the activity to analyze the data. In the data analysis, the researcher analyzed the data based on two classifications. The data dealing with the writing achievement in the form of the students' compositions were analyzed by utilizing the analytic scoring rubric (Appendix 1) adapted from Oshima & Houge (2006:316). The students' compositions were assessed in terms of the three writing components – content, organization, and grammar. The analytic scoring method was applied in this study since the researcher attempted to rate some aspects of writing (Weigle, 2002:114). In applying the analytic scoring method, it was made score by the weighting of scoring in the class. The score weightings – 30 for content, 45 for organization, and 25 for grammar – were given under the consideration of scoring rubric for argumentative essay adapted from Oshima & Houge (2006:316).

Moreover, the students' individual score was obtained from the sum of scores from each component obtained by them, while the mean of the students' score was obtained from the sum of their individual score divided by the number of them. Besides, the students' writings were analyzed and scored by the researcher (rater 1) and his collaborator (rater 2) independently to avoid the subjectivity of the gained scores. It was conducted to know reliability of the test. Reliability of the test of writing ability test can be gained from two rows of score taken by two raters from the students' work (Djiwandono, 2008:186). In this study the rater reliability (inter-rater reliability) was applied. Next, the student's final writing score was obtained from the mean score of their individual score taken by rater 1 and rater 2.

Additionally, the proof of validity empirically was done by presenting the empiric evidence gained from the result of correlation computation of two rows of score taken by two raters. Hence, the correlation of Pearson product-moment is used to find the correlation coefficient (Djiwandono, 2008:167).

The data dealing with the students' involvement in the writing class during peer response activities via Facebook gathered through observation checklist were analyzed

quantitatively based on the number of the scale checked by the observer in the observation checklist. The percentage of the students doing the activities was gained from the mean of total students doing the activities divided by the student number of the whole class and then multiplied by one hundred. The results of the analysis are next presented quantitatively as well as qualitatively by interpreting the number of percentage gained. In addition, the data-gathering through field notes were analyzed and then merely presented descriptively by presenting the description of the instructional process.

The analysis results, furthermore, were employed to decide whether the predetermined criteria of success were met or not. The result of this reflection was then used as the basic consideration to draw a conclusion whether the action stops or needed improving. If the action met the criteria of success, it stopped. Otherwise, the drawbacks were identified for further revised plan and then implemented it in the next cycle.

FINDINGS

Findings from Cycle I

The Students' Achievement in Producing Argumentative Essay using Peer Response Activities via Facebook

Based on the analysis on the students' compositions in Cycle I, the findings show that the students' achievement in writing argumentative essay was not satisfactory yet. It was found that the percentage of the students achieving the score greater than or equal to C (60-69) was only 68.00% (17 students of the class). This percentage was greater than those obtained from the writing tasks in Preliminary Study (56.00% or 14 students of the class). From those findings, it means that the students' achievement in writing argumentative essay in this cycle enhanced enough but it did not meet the first criterion of success. It was stated that the criterion was reached if ≥75% students of the class achieved the score greater than or equal to C (60-69) of the range that lies from 0-100.

The students' unsatisfactory writing achievement happened because most of the students still could not yet produce a good argumentative essay. They were still difficult to express their ideas in the process of producing argumentative essay through the steps of writing such as prewriting, drafting, revising, and editing. In prewriting activity they did not maximally use outlining to explore and organize ideas. As a result, they still got problems when making argumentative essay outline, revising, and editing their drafts. Moreover, in the process of peer response activities via Facebook they did not maximally implement it. The fact showed that the students' argumentative essays were not complete with details yet. There were still many mistakes made by the students in their writings. The

results of the writing assessment administrated showed that the students still made some mistakes in terms of content, organization, and grammar.

Most of the students still got problems about writing introductory paragraph with the thesis statement, body paragraphs with the supporting sentences, and concluding paragraph. In addition, their argumentative essays were not coherent since most of them did not use transitional signals and the pattern of the organization of argumentative essay properly. As a result, most of their essays did not present some details information yet. The thesis statement or main ideas of their essays stated somewhat unclear or inaccurate and some others stated not clear or accurate. Their writings were organized with ideas generally related but it did not have transitional signals or sentence connectors properly while some others loosely organized but main ideas clear, logical, but incomplete sequencing. Moreover, their writings still contained grammatical mistakes. The mistakes made by the students made their writings not easy to understand.

The Students' Involvement during Peer Response Activities via Facebook

Based on the result of analysis on the data gained from the observation checklist in Cycle I as shown in the Table 2, the findings show that the students' involvement in the writing class during peer response activities via Facebook was categorized as *good*. It was found that the average percentage of the students doing the activities was 76.73% (19 students of the class were actively involved in the writing activities). Even though the result was categorized as good but this result was *fail* since it did not meet the second criterion of success. It was stated that the criterion was reached if the students' involvement during implementation of the technique in the writing activities was categorized as *very good* (85%-100% students of the class or 22-25 students did the activity).

It happened since during the instruction process in the session within this cycle, the students faced the trend problems. Most of the students had problems of how to make good outline of argumentative essay. They did not implement the theory that the teacher has taught during the process of academic writing teaching. They did not get involved in group activities and follow the rules yet. Also, they did not get involved yet in the process of conference in peer response activities via Facebook with adequate time.

Table 2. Progress of the Students' Involvement during Peer Response Activities via Facebook in Two Cycles

Online Activity/ Writing Stage	Indicators of Students' Activities	Progress Percentages	
		Cycle I	Cycle II
Peer Response Training	1. Pay attention to the teacher's instruction.	80%	92%
	2. Join in Facebook group of the writing class in www.facebook.com, named W3FEBTOJUN14A.	92%	100%
	3. Get involved in group activities into a small group of 4 or 5 of the Facebook group and follow the rules.	84%	96%
	4. Look at and analyze the models of outline and rough draft of argumentative essay posted by the teacher.	60%	80%
	5. Write comments/feedbacks/responses/suggestions on the models in the comment box based on the posting of the instruction.	80%	84%
	6. Revise/edit the models by considering the useful comments from peers of the small group.	68%	84%
	7. Discuss comments with their friends and teacher.	60%	76%
	8. Write the final version based on the useful comments by posting it on their accounts.	72%	80%
	Mean 1	**74.50%**	**86.50%**
Outlining	9. Respond to the instruction posted by teacher.	92%	100%
	10. Make outline of Argumentative essay on the topic.	100%	100%
	11. Write parts of the outline of essay such as introductory, body, and concluding paragraphs.	68%	88%
	12. Write parts of the outline of the body paragraphs such as topic sentence, supporting details, and examples by the label.	68%	84%
	Mean 2	**82%**	**93%**
Commenting on Outline	13. Respond to the instruction posted by teacher.	88%	96%
	14. Get involved in group activities and follow the rules.	84%	100%
	15. Give comments/responses/suggestions on peer's outline by following the instructions.	76%	92%
	16. Comment on the title, the thesis statement, the essay pattern in the thesis, and the restatement of the thesis in conclusion.	76%	88%
	17. Check the topic sentences for body paragraphs for the clarity.	72%	84%
	18. Suggest by giving examples of his/her own version of thesis statement or topic sentences or conclusion.	64%	92%
	19. Comment on the parts of the outline of the body paragraphs focusing on labelling the topic sentence, supporting details, and examples.	60%	84%
	20. Comment on the supporting details of the body paragraphs that should directly support the topic sentence.	56%	84%
	21. Comment on the examples of supporting details of the body paragraphs that should clearly support the supporting details and the topic sentence.	40%	68%
	Mean 3	**68.44%**	**87.56%**

Revising Outline	22. Respond to the instruction posted by teacher.	96%	100%
	23. Revise and edit the outline based on the good or useful feedback/comment/response/suggestion from peer reviewers.	88%	96%
	24. Make changes to reflect the comments/response/suggestion from peer reviewers.	68%	84%
	25. Write the revised outline (the result of prewriting activities) by posting it on their accounts.	100%	100%
	Mean 4	**88%**	**95%**
Writing Draft	26. Respond to the instruction posted by teacher.	100%	100%
	27. Write first draft of argumentative essay based the revised outline.	100%	100%
	28. Write first draft of argumentative essay following the essay structure (containing introductory, body, and concluding paragraphs).	68%	88%
	29. Post the draft of argumentative essay on their accounts.	100%	100%
	Mean 5	**92%**	**97%**
Commenting on Draft	30. Respond to the instruction posted by teacher.	96%	100%
	31. Get involved in group activities and follow the rules.	84%	92%
	32. Give comments/responses/suggestions on peer's draft by following the instructions.	84%	92%
	33. Check the introductory paragraph that should follow the technique of Funnel Introduction (covering general statements and thesis statement).	68%	88%
	34. Comment on the general statements that should introduce the general topic of the essay and capture the reader's interest.	60%	80%
	35. Comment on the thesis statement that should cover topic and controlling idea, and show the essay pattern (block pattern or point-by-point pattern).	64%	92%
	36. Comment on the thesis statement that should mention both sides of the issue or the writer's point of view only).	64%	80%
	37. Comment on the thesis statement should use expression to introduce opposing points of view, and use transitional signals of contrast to connect the opposing point of view to the writer's counter argument.	56%	80%
	38. Comment on the body paragraphs that should support arguments for thesis statement.	60%	72%
	39. Comment on the concluding paragraph should summarize the main points/subtopics or restate the thesis statement.	80%	88%
	40. Comment on the concluding paragraph that should leave final thoughts (prediction, consequences, solution, recommendation, or quote an expert).	48%	64%
	Mean 6	**69.45%**	**84.36%**
Revising and Editing Draft	41. Respond to the instruction posted by teacher.	100%	100%
	42. Revise and edit the first draft based on the good or useful feedback/comment/response/suggestion from peer reviewers.	84%	92%
	43. Make changes to reflect the comments/response/suggestion from peer	68%	84%

	reviewers.		
44.	Write the final writing product (the result of revising activities) by publishing it on their accounts.	100%	100%
	Mean 7	**88%**	**94%**
	Mean (1+2+3+4+5+6+7)	**76.73%**	**89.18%**

Moreover, they could not produce their argumentative essays really based on the outline commented/suggested by their peers. In addition, most of the students had problems of how to produce good writing products resulted from the process of writing through peer response activities on Facebook. They were still difficult to use one of the patterns of the argumentative essay since they did not quite understand the argumentative essay itself. Also, they did not use transitional signals properly to make the essay coherence. Moreover, some students did not refer their activities in writing final product to the comments/suggestions posted by their peers.

Revision on the Instructional Procedures of the Teaching Technique

Some modifications for the following action had made. It was centered on the instructional procedures of implementing the action in order to find the appropriate instructional procedures of implementing peer response activities via Facebook which were applicable in the writing class. The revision focused on the implementation of the technique in each session of the cycle based on the previous experience in the Cycle I.

Findings from Cycle II

The Students' Achievement in Producing Argumentative Essay using Peer Response Activities via Facebook

Based on the analysis on the students' compositions in Cycle II, the findings show that the percentage of the students achieving the score greater than or equal to C (60-69) was 83.33% (20 students of the class). This percentage was greater than those obtained from Cycle I (68.00% or 17 students of the class). From these findings, it means that the students' achievement in writing argumentative essay in Cycle II enhanced and it met the first criterion of success. It was stated that that the criterion was reached if ≥75% students of the class achieved the score greater than or equal to C (60-69) of the range that lies from 0-100.

Even though the students' achievement in writing enhanced, it was still found the certain types of mistakes made by the students in their argumentative essays. The number of the mistakes had begun reducing. It seemed that the students doing some mistakes were those who were categorized as the students of the lower of English. Most of the students' writings presented more details information and the thesis statement and the topic sentence

of each body paragraph stated fairly, clearly and accurately. Also, most of their essays were fairly well organized and generally coherent as shown from the supporting sentences with the supporting details and the proper transitional signals used, but their writings still contained some grammatical mistakes. Even though some students could not revise their inappropriate sentences yet, their writings had already improved. In the writing class during peer response activities via Facebook the students could express or expose their ideas dealing with writing argumentative essay. Their essays were already understandable and readable since they had good content and organization.

The Students' Involvement in Writing Class during Peer Response Activities via Facebook

Based on the result of analysis on the data gained from the observation checklist in Cycle II as shown in the Table 2, it was found that the average percentage of the students doing the activities was 89.18% (23 students of the class were actively involved in the writing activities). This result was greater than those gained from Cycle I (76.73% students or 19 students of the class). It means that the students' involvement in the writing class during peer response activities via Facebook was categorized as *very good* and it met the criterion of success. It was stated that the criterion was reached if the students' involvement in the writing activities was categorized as *very good* (85%-100% students of the class or 22-25 students did the activity).

DISCUSSIONS

The Instructional Procedures in Teaching Writing using Peer Response Activities via Facebook

Based on the research findings, the implementation of peer response activities via Facebook can enhance the students' abilities in writing argumentative essay. Although all students have not achieved the maximum results, most of their writing abilities have enhanced as shown in the results of the assessment.

Regarding the above description, it seems that the students are able to communicate by using written language in which they do all of the activities provided by the lecturer during the process of the action cycles. Those activities are related to the instructional procedures employed in writing argumentative essay that may enhance their writing abilities. The appropriate instructional procedures of the implementation of peer response activities via Facebook developed by the lecturer for writing activities involves the application of the writing stages adapted from Smalley et al., (2001:3-9), those are, prewriting, drafting, revising, and editing. The focus of implementation of peer response

via Facebook implemented by the student writers in which they can revise their works effectively on the basis of peer feedback or comments from peer readers in the process of writing was typically on the prewriting stage (Yusof et al., 2012) and revising/editing stage (Liu & Hansen, 2002). Therefore, peer response activities via Facebook applied in this study focuses on the prewriting activities of the academic writing which is writing the outline of argumentative essay, and on the revising and editing activities.

In relation to the writing instruction, it was found that the process steps of implementing peer response activities via Facebook can be implemented through the process writing approach – prewriting, drafting, revising, and editing. In short, the online activity of peer response activities via Facebook can be described into the following activities: Peer response training, outlining, commenting on outline, revising outline, writing draft, commenting on the draft, and revising and editing the draft.

Some other aspects considered that had given a significant contribution to the students' enhancement during the teaching and learning process of writing argumentative essay particularly when implemented peer response activities via Facebook were (1) clear instruction and explanation of doing online activities in each writing stage by posting the instruction, (2) maximal guidance and control in applying the technique via online activities, (3) the need of sufficient signal of internet access on mobile or laptop, (4) the way of grouping in doing the writing task that should be based on the teacher's decision at random, (5) the need of one topic discussed provided by the lecturer, and other topics based on the students' interest in the next writing tasks, (6) the need of sufficient training on peer response activities via Facebook before the real implementation since online activities tend to be the complicated activities, (9) the need of reinforcement of outlining activity session, (10) the need of extra treatment individually for those who get problems during online activities by giving comments/suggestion, and (11) the need of review session of understanding the argumentative writing when implemented using peer response activities via Facebook.

The Enhancement of the Students' Writing Abilities after Peer Response Activities via Facebook

The implementation of peer response activities via Facebook with the appropriate instructional procedures developed can enhance the students' abilities in writing argumentative essay. The enhancement can be examined from the enhancements of the students' achievement in writing argumentative essay, and of their involvement in the

writing class during the implementation of peer response activities via Facebook in the teaching and learning process.

The students' achievement in writing argumentative essay enhanced is shown from the enhancement of the percentage of the students achieving the score greater than or equal to C (60-69) of the range that lies from 0-100 in Preliminary Study, Cycle I and II as shown in Figure 1.
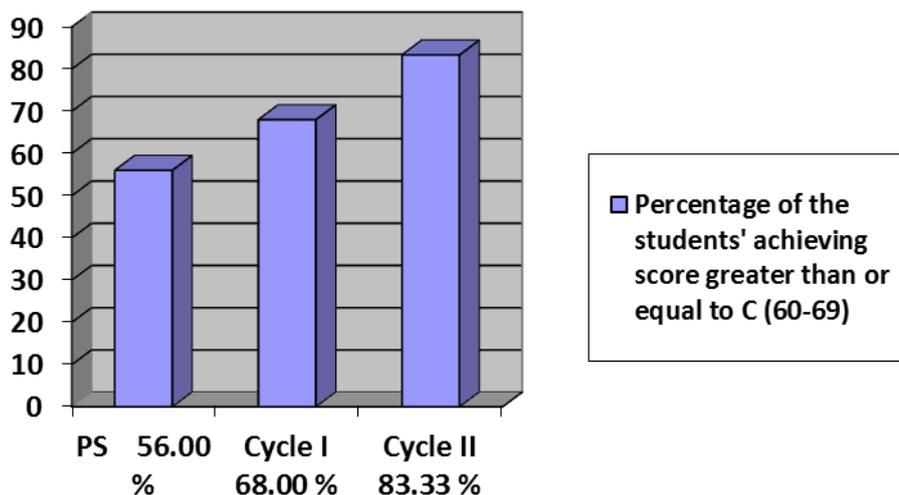

Figure 1. The Enhancement of the Percentage of the Students Achieving the Score ≥ C (60-69)

Figure 1 shows that the percentage of the students achieving the score greater than or equal to C (60-69) in Preliminary Study was 56.00% (14 students of the class). It increased enough into 68.00% (17 students of the class) in Cycle I. Meanwhile, in Cycle II it enhanced into 83.33% (20 students of the class). This was a slight enhancement.

The Enhancement of the Students' Involvement in Writing Class during Peer Response Activities via Facebook

Dealing with the students' involvement in the writing class during the implementation of peer response activities via Facebook in the teaching and learning process, it is shown from the enhancement of the percentage of the students' involvement in the writing activities in every cycle. The enhancement of the students' involvement in the writing activities in Cycle I and II is shown in Figure 2.
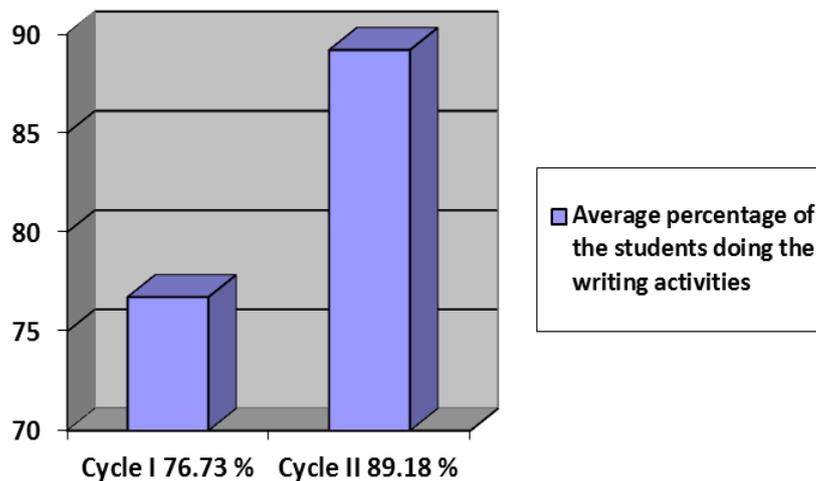
Figure 2. The Enhancement of the Students' Involvement in the Writing Activities

Figure 2 shows that even though some students did not implement all activities seriously in Cycle I, about 76.73% students (19 students of the class) were involved in the writing activities. Meanwhile, in Cycle II the students involved in the writing activities increased into 89.18% students (23 students of the class). It means that they were actively involved in the writing activities.

CONCLUSIONS AND SUGGESTIONS

After implementing peer response activities via Facebook with the appropriate instructional procedures developed, the students' abilities in writing argumentative essay enhances. It is indicated by the enhancements of the percentage of the students achieving the score greater than or equal to C (60-69), and of the percentage of their involvement in the writing activities during the implementation of peer response activities via Facebook in Cycle I and II (Figure 1 and 2). The success of this study is in Cycle II. So, it needs enough time to succeed in this study.

The enhancement of the students' abilities in writing argumentative essay can be reached but it should follow the appropriate instructional procedures of the implementation of peer response activities via Facebook. The instructional procedures of teaching writing using peer response activities via Facebook may be done by following the process of outlining, drafting, posting draft, commenting on the draft, revising and editing the draft, and writing final version. To produce the writing product in form of a composition typically argumentative essay, the process of revising and editing may be done in several stages beginning from outlining up to revising and editing stages.

The followings are the steps to teaching writing using peer response activities via Facebook: (1) Prepare the teaching of academic writing process focusing on writing argumentative essay. (2) Make Facebook group named W3FEBTOJUN14A. Teacher and all students should join in the group. For those who do not have Facebook account they may be asked to create one. (3) Group the students randomly. Each group should be consistent or stayed on their own groups. (4) Train the students how to do peer response activities via Facebook. (5) Ask the student-writers to make an outline for their argumentative essays by posting the instruction. (6) Ask the student-reviewers to give comments/responses/suggestions on their peers' outlines by posting the instruction. (7) Highlight useful feedbacks by clicking "LIKE", and the owner of the outlines should pay attention to the useful feedbacks. (8) Based on feedbacks from peers, ask the owners of the outlines to revise and edit their outlines and to write revised outlines by posting the instruction. (9) Based on their revised outlines, ask the student-writers to write draft of their argumentative essays by posting the instruction. (10) Ask the student reviewers to give comments/responses/suggestions on their peer's drafts by posting the instruction. (11) Highlight useful feedbacks by clicking "LIKE", and the owner of the draft should pay attention to the useful feedbacks. (12) Based on feedbacks from peers, ask the owners of the drafts to revise and edit their drafts, and to write their final writing products by posting the instruction. (13) Ask the students to print out their final writing products in a piece of paper. (14) Discuss the results of the writing products with the students.

To follow up the conclusion, some suggestions are proposed to the English teachers/lecturers, students and future researchers. The English teachers/lecturers of Writing Course are recommended to employ the appropriate instructional procedures of implementing peer response activities via Facebook as one of the alternative techniques in their writing classes because of its effectiveness. The instructional procedures proposed, however, need to agree with the students' characteristics and conditions. They have better develop their ways of teaching related to the instructional procedures of implementing peer response activities via Facebook for the more appropriate application. The implementation of it in the process of teaching writing can motivate the students to write better, and by this way they can express their ideas and have a conference with peers to communicate each other for giving feedback on their peers' works for revision. Hence, the success of such activities depends much on the role of the teachers/lecturers as facilitators. By their guidance, the students can experience the process of learning how to write argumentative essay through this way.

Regarding the implementation of peer response activities via Facebook with the appropriate instructional procedures developed was effective and suitable to enhance the students' abilities in writing argumentative essay, the students are suggested to apply it independently both in the classroom and outside wherever they are writing any types of writing by involving their peer response or conference in Facebook group. Finally, future researchers are recommended to conduct such kinds of research concerning with the implementation of teaching writing using the teaching techniques via other ICT-based media in various types of essay writing.

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Appendix 1. Scoring Rubric for Students' Argumentative Essay

Aspect of Writing	Indicators	Maximum Score	Actual Score
Content	The essay fulfils the requirements of the assignment of writing argumentative.	10	…… …..
	The essay is interesting to read.	10	…… …..
	The essay shows that the writer used care and thought.	10	…… …..
	Total	**30**	…… …..
Organization	The essay follows the outline, and it has an introduction, body, and a conclusion.	5	…… …..
	The introduction ends with the thesis statement.	5	…… …..
	Each paragraph of the body discusses a new point and begins with a clear topic sentence.	5	…… …..
	Each paragraph of the body has specific supporting material: facts, examples, quotations, paraphrased and summarized information, etc.	10	…… …..
	Each paragraph of the body has unity.	5	…… …..
	Each paragraph of the body has coherence.	5	…… …..
	Transitions are used to link paragraphs.	5	…… …..
	The conclusion summarizes the main points or paraphrases the thesis statement, begins with a conclusion signal, and leaves the reader with the writer's final thoughts on the topic.	5	…… …..
	Total	**45**	…… …..
Grammar	The essay has few errors of agreement, tense, number, word order/function, articles, pronouns, and prepositions.	10	…… …..
	The essay has few errors of negations, articles, prepositions and/or fragments, run-ons, deletions.	10	…… …..
	The essay has been dominated by errors.	5	…… …..
	Total	**25**	…… …..
	Grand Total	**100**	…… …..

Adapted from Oshima & Houge (2006:316)

Appendix 2. Observation Checklist on Peer Response Activities
(*A Guideline for Observing Students' Online Activities via Facebook*)

Cycle : _____
Week(s) : _____
Day/Date : _____
Type of Writing : Argumentative essay
Topic : _____

Instruction: Give a check (√) on the space (scale) provided, and write total (percentage) students doing the activities!

Online Activity/ Writing Stage	Indicators of Students' Activities	Scale				Total students	Percentage
		1	2	3	4		
Peer Response Training	1. Pay attention to the teacher's instruction.						
	2. Join in Facebook group of the writing class in www.facebook.com, named W3FEBTOJUN14A.						
	3. Get involved in group activities into a small group of 4 or 5 of the Facebook group and follow the rules.						
	4. Look at and analyze the models of outline and rough draft of argumentative essay posted by the teacher.						
	5. Write comments/feedbacks/responses/suggestions on the models in the comment box based on the posting of the instruction.						
	6. Revise/edit the models by considering the useful comments from peers of the small group.						
	7. Discuss comments with their friends and teacher.						
	8. Write the final version based on the useful comments by posting it on their accounts.						
Mean 1							
Outlining	9. Respond to the instruction posted by teacher.						
	10. Make outline of Argumentative essay on the topic.						
	11. Write parts of the outline of essay such as introductory, body, and concluding paragraphs.						
	12. Write parts of the outline of the body paragraphs such as topic sentence, supporting details, and examples by the label.						
Mean 2							
Commenting on Outline	13. Respond to the instruction posted by teacher.						
	14. Get involved in group activities and follow the rules.						
	15. Give comments/responses/suggestions						

		on peer's outline by following the instructions.
	16.	Comment on the title, the thesis statement, the essay pattern in the thesis, and the restatement of the thesis in conclusion.
	17.	Check the topic sentences for body paragraphs for the clarity.
	18.	Suggest by giving examples of his/her own version of thesis statement or topic sentences or conclusion.
	19.	Comment on the parts of the outline of the body paragraphs focusing on labelling the topic sentence, supporting details, and examples.
	20.	Comment on the supporting details of the body paragraphs that should directly support the topic sentence.
	21.	Comment on the examples of supporting details of the body paragraphs that should clearly support the supporting details and the topic sentence.
Mean 3		
Revising Outline	22.	Respond to the instruction posted by teacher.
	23.	Revise and edit the outline based on the good or useful feedback/comment/response/suggestion from peer reviewers.
	24.	Make changes to reflect the comments/response/suggestion from peer reviewers.
	25.	Write the revised outline (the result of prewriting activities) by posting it on their accounts.
Mean 4		
Writing Draft	26.	Respond to the instruction posted by teacher.
	27.	Write first draft of argumentative essay based the revised outline.
	28.	Write first draft of argumentative essay following the essay structure (containing introductory, body, and concluding paragraphs).
	29.	Post the draft of argumentative essay on their accounts.
Mean 5		
Commenting on Draft	30.	Respond to the instruction posted by teacher.
	31.	Get involved in group activities and follow the rules.
	32.	Give comments/responses/suggestions on peer's draft by following the instructions.
	33.	Check the introductory paragraph that should follow the technique of Funnel

		Introduction (covering general statements and thesis statement).
	34.	Comment on the general statements that should introduce the general topic of the essay and capture the reader's interest.
	35.	Comment on the thesis statement that should cover topic and controlling idea, and show the essay pattern (block pattern or point-by-point pattern).
	36.	Comment on the thesis statement that should mention both sides of the issue or the writer's point of view only).
	37.	Comment on the thesis statement should use expression to introduce opposing points of view, and use transitional signals of contrast to connect the opposing point of view to the writer's counter argument.
	38.	Comment on the body paragraphs that should support arguments for thesis statement.
	39.	Comment on the concluding paragraph should summarize the main points/subtopics or restate the thesis statement.
	40.	Comment on the concluding paragraph that should leave final thoughts (prediction, consequences, solution, recommendation, or quote an expert).
Mean 6		
Revising Draft	41.	Respond to the instruction posted by teacher.
	42.	Revise and edit the first draft based on the good or useful feedback/comment/response/suggestion from peer reviewers.
	43.	Make changes to reflect the comments/response/suggestion from peer reviewers.
	44.	Write the final writing product (the result of revising activities) by publishing it on their accounts.
Mean 7		
Mean (1+2+3+4+5+6+7)		

Adapted from Tompkins & Hoskisson (1995:231)

Notes:
Number of students: 25
Scale and qualifications:
1 (poor)   : 0% up to 50% of the students do the activities   (0-13 students)   ☞ fail
2 (fair)   : 51% up to 69% of the students do the activities   (14-17 students) ☞ fail
3 (good)   : 70% up to 84% of the students do the activities   (18-21 students) ☞ fail
4 (very good) : 85% up to 100% of the students do the activities (22-25 students) ☞ succeed

☞ The criterion of success is met if at least 85% -100% students do the activities or categorized as *very good* (22-25 students).