



PEER FEEDBACK FACEBOOK APPROACH ON ENGLISH WRITING
SKILLS OF GRADE 7 STUDENTS AT RAJPRACHA SAMASAI
PHAIMATAYOM RACHADABHISEK SCHOOL, SAMUTPRAKARN

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I.D. NO. 6119454

Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF ARTS
In English Language Teaching
Graduate School of Human Sciences
ASSUMPTION UNIVERSITY OF THAILAND

2019

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ABSTRACT

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Research Paper Title:PEER FEEDBACK FACEBOOK APPROACH ON ENGLISH WRITING SKILLS OF GRADE 7 STUDENTS ATRAJPRACHA SAMASAI PHAIMATAYOM RACHADABHISEK SCHOOL, SAMUTPRAKARN

Advisor:ASSOC. PROF. DR. SUWATTANA EAMORAPHAN

This study aimed to; 1) investigate the effects of peer feedback roles on English writing in a Thai context, 2) examine whether peer feedback can enhance English writing skills in writing organization, using appropriate words, and using appropriate tenses. And 3) investigate the students' attitude towards peer feedback roles on writing in a Thai context. Twenty-four students sampling from 450 students in grade 7 at RajprachaSamasaiRachadabhisek school, Samutprakarn Province, Thailand. A quasi-experimental type is employed. In the first week, twenty-four students are trained on peer feedback roles, both as feedback givers and feedback receivers on three topics of English writing skills; writing organization, how to use appropriate vocabulary and correct tenses. Writing assignments on similar Englishwriting skills are assigned from the second week to the seventh week in a row. In the eighth week, the post-tests are given to everyone. The students' attitude interview form is used to check their attitude. The findings were; 1) peer feedback roles had significant difference in Englishwriting skills between the students' pretest and post-test at the level $p > .05$, skills on writing organization, using appropriate words, and using appropriate tenses at the level $p > .05$ respectively. The students' attitudes towards peer feedback roles mention that feedback roles are facilitate their English writing skills. The findings may be useful for fabric writers in writing instructions to feature

Facebook peer feedback activities in the textbooks or supplementary as alternative activities or duties for instructors and students.

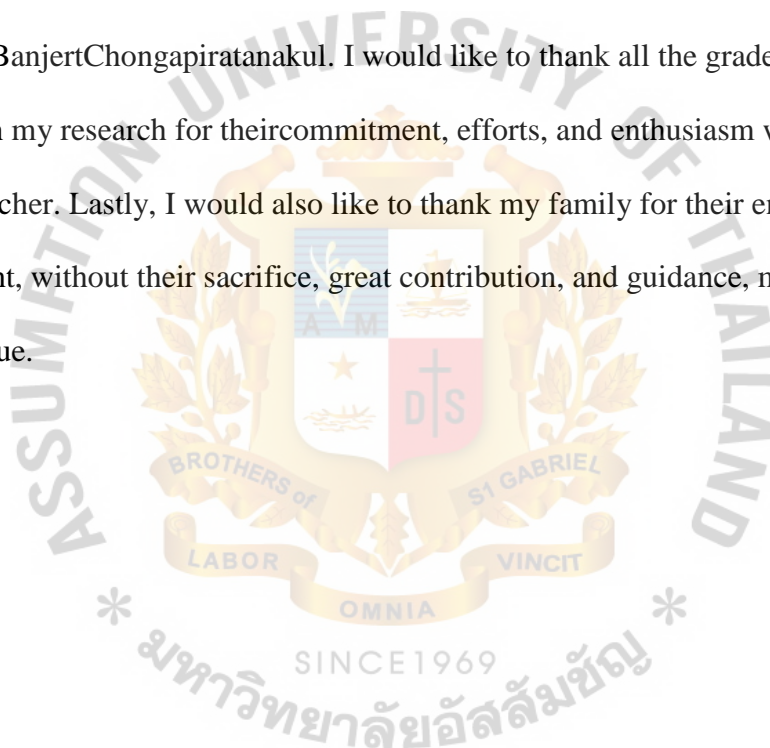
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CHAPTER I

INTRODUCTION

This chapter provides the thesis statement, the background of the study with a focus on the importance of English writing skills. Rationale, research questions, research objectives, research hypothesis, theoretical framework, conceptual framework, hypothesis, the scope of the study, definitions of terms, and significance of the study.

Thesis Statement

In the globalization era, a social networking including an Internet platform or medium used to installation social networks or social family members among folks who shared beyond activities (Hussain, 2015). The students have examined many exact examples of English textbooks, learned how to write precise English. However, from the first level of exploration of want analysis of the students' writing abilities, the problems of organizing proper sentences, good usage of appropriate words, and tenses were detected the most in grade 7 college students' writing assignments.

To solve a number of their problems, many teaching techniques via their English teachers had tried to have been a success to a few extents. There had been many teaching strategies and instructional virtual media English teachers should use for improving the students' writing competencies successfully. To give comments is one manner the instructors do not forget pink efficient. Since the students owned clever phones, and use Facebook for communicating of their mother tongue language daily, the Peer Feedback Facebook Approach is initiated to be used for improving the writing issues.

Generally, feedback can be divided into many components in accordance with who generates the feedback (teacher or peer), the focal point of remarks (content material or grammar), and how feedback turned into provided. However, this observation exclusively

targeted at the Peer Feedback, both content material and grammar are given through one of a kind models (Peer Feedback Facebook Approach), for the reason that the developing trend of learner-centered method and era come into play in Thai Education (Noparat 2015).

Peer Feedback Facebook Approach is not completely joined in a few foreign languages getting to know and teaching contexts, particularly in Thai grade 7 college students. It became anticipated that this would not best bring changes to the methods Thai college students write in English. However, it also gives a context for Thai EFL learners to socialize and work collectively with their peers in a collaborative environment.

Background of the Study

English used in the Thai context is considered as a foreign language and not normally used as a medium of instruction, however, it is only used in certain activities, such as in-class due to English becomes a subject at school. Students must be able to master four skills, listening, speaking, reading, and one of the aims of teaching English was developing the English writing skills because it is one of the language skills that Thai students had problems with (Taqi, 2015). Peer Feedback became popular and used by young students more and more. Motivation and sense of connecting, the two factors, Fagosa (2015) suggested using Facebook with standard English, as an alternative for developing students' written skills.

Facebook is one of the most popular social media Web websites where people may want to share statistics and photos. There had been approximately a billion customers worldwide (Statista, 2017). Students should collaborate with friends in project-based total activities. Students ought to move at their very own pace in a quiet environment. Basically, there had been three ways to assess, student attitudes, and check scores. However, assessing language on an online platform as Facebook could be defined as an internet language. Internet language was a "variety of everyday languages used by different communities on the

Internet” (Ekoc, 2014). Facebook became made no longer for the entire community but for some particular groups. (Sulisworo, 2016). Most of the inexperienced persons could understand the meaning of internet languages by studying messages or Facebook because of this reason, many people use abbreviations in texting, immediately messaging, and social networking websites.

One of the learner variables that should be taken into consideration in language teaching was skill level of students because a teaching approach could not be the same for everyone (Ekoc, 2014). One way to increase the students’ English writing skills and overcome teaching and learning context confinements was to shift the teacher-centered approach to a student-centered perspective in which Peer Feedback pedagogy has a major role to play in the writing instructions on the Facebook group.

Rationale

Peer Feedback became used as a teaching tool to enhance students’ nice attitudes in the direction of and motivation (Faggosa, 2015). Therefore, it was interesting to study the Peer Feedback Facebook Approach used in the research to help improve the English writing skills of Thai grade 7 students. The writing was a language skill that most Thai students had problems with. Though they take English foundation courses for at least nine years, they still had problems in their English writing such as inappropriate language use, incomprehensible grammar, and unorganized text. The evidence from the results of a small-scale study conducted by the researcher could clearly confirm this claim. Nowadays, Facebook becomes a contemporary social networking site among Thai users due to its information feed, like, pages, groups. For example, a study showed that many students from a middle-class background determined news displays on Facebook more exciting than the traditional Peer Feedback and papers (Sim & Pop, 2014). Moreover, each English language instructor

basically would take responsibility for the high demand for English courses as well as a great number of students. The consequences of large grade 7 class size and heavy teaching workload of the instructors lead to low attention given to the individual, low interaction, poor and insufficient teacher feedback on student's work and lack of feedback from students. As a result, students get confront in their learning and help them develop learner autonomy.

Research Questions

This research questions of this study were;

1. Is there any significant difference between pre-test and post-test on English writing skills of grade 7 students at RajprachaSamasaiPhaimatayomRachadabhisek School.
2. Are there any effects of Peer Feedback Facebook Approach on English writing skills (writing organization, using appropriate words, and using appropriate tense) of grade 7 students at RajprachaSamasaiPhaimatayomRachadabhisek School?
3. What is the attitude of Peer Feedback Facebook Approach of grade 7 students at RajprachaSamasaiPhaimatayomRachadabhisek School?

Research Objectives

The objectives of this study were;

1. To compare the significant difference between pre-test and post-test on English writing skills of grade 7 students at RajprachaSamasaiPhaimatayomRachadabhisek School.
2. To compare the significant difference between pre-test and post-test on English skills (writing organization, using appropriate words, and using appropriate tense)English writing skills of grade 7 students at RajprachaSamasaiPhaimatayomRachadabhisek School.
3. To investigate the attitude of Peer Feedback Facebook Approach of grade 7 students at RajprachaSamasaiPhaimatayomRachadabhisek School.

Research Hypotheses

The research hypotheses for research questions are;

1. There was a significance difference between pre-test and post-test mean score on English writing skills of grade 7 students at RajprachaSamasaiPhaimatayomRachadabhisek School at the level of .05

2. There was a significance difference between pre-test and the post-test mean score of writing organization skill of grade 7 students at RajprachaSamasaiPhaimatayom Rachadabhisek School.

3. There was a significance difference between pre-test and the post-test mean score of using appropriate words skill of grade 7 students at RajprachaSamasaiPhaimatayom Rachadabhisek School.

4. There was a significance difference between pre-test and the post-test mean score of using the appropriate tense skill of grade 7 students at RajprachaSamasaiPhaimatayom Rachadabhisek School.

Theoretical Framework

This research study was based on Peer feedback (Hussain, 2015) and other research studies conducted by, Kim's model (Kim, 2005) and the study of Facebook (Statista, 2017) to study the effect of Peer Feedback Facebook Approach on English writing (Noparat, 2015). This study aims to find positive results facilitating Thai secondary school students' English writing skills by using the Peer feedback approach. Peer Feedback was one of the key elements facing teacher's teaching was to provide timely one-to-one input on students writing pieces at the various stages of a writing process (Akbar, 2015).

Nowadays, Peer Feedback Facebook Approach in practical term and the newest Peer Feedback model was Kim's model (Kim, 2005). It could not use for only traditional Peer

Feedback but it also adept to electronic study such as mobile or computer learning. In mobile learning, students could learn across both space and time and move from topic to topic (Sulisworo, 2016).The theoretical framework of this study was showed below.

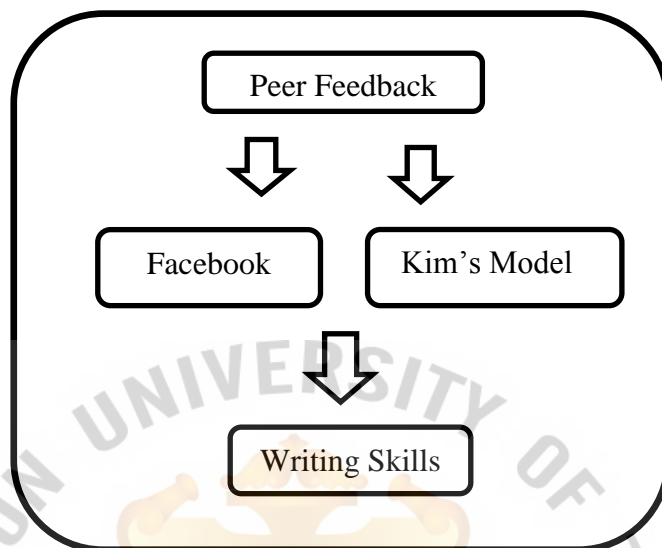


Figure 1.1 theoretical framework

Conceptual Framework

The writing instruction process of this study was showed below.

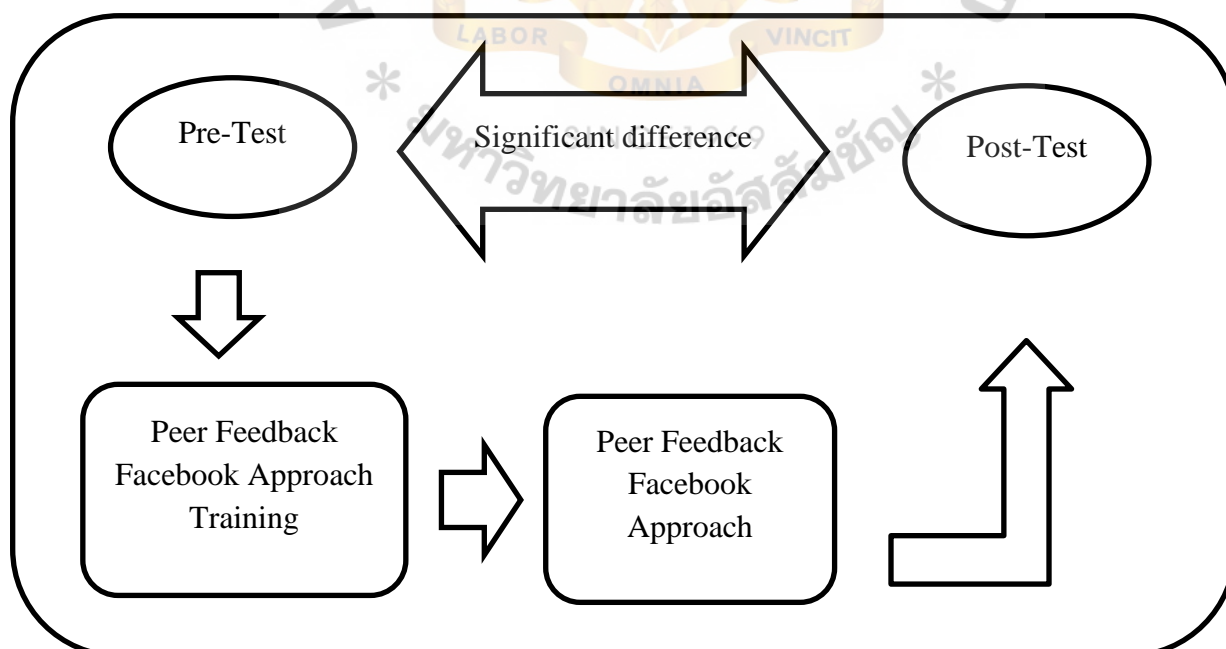


Figure 1.2 conceptual framework

This conceptual framework research study was started with Pre-Test and follow by Peer Feedback Facebook Approach Training and Peer Feedback Facebook adapted by Kim's model (Kim, 2005). The researcher would consider the significant difference of Englishwriting skillsbetween before and after the Peer Feedback Facebook Approach by comparison Pre-Test and Post-Test.

Scope of the Study

The research design of this study was a quasi-experimental type to study the effects of Peer Feedback Facebook Approach. It also investigates the students' attitudes toward the Peer Feedback Facebook Approach. The location was at RajprachaSamasaiPhaimatayomRachadabhisek School and the students were the students grade 7 in the school.

The population of the study was 24 students at the school in the second semester in the academic year 2019. There was an independent variable in this study was Peer Feedback Facebook Approach. A student's English writing skills was considered as a dependent variable in this study. This study focused on the Englishwriting skills and Peer Feedback Facebook Approach.

This writing achievement test was constructed validity by considering at the Englishwriting skills and the scoring rubric, which became disbursed at the stop of the study. The interview form would explore the students' feelings, beliefs, and opinions toward Peer Feedback they experience in the experiment under two main headings which were (1) attitudes towards Peer Feedback Facebook Approach, (2) Attitudes toward the problems of using Peer Feedback Facebook Approach as a writer.

Definitions of Terms

Peer Feedback refers to the feedback toward a person's essay writing given by peers in the first draft by using the Peer Feedback guidelines focusing on both content and grammar editing. The feedback would be comments, suggestions, critiques, and error corrections. As a result, the student would use this feedback from their peers to write the next draft.

Peer Feedback Facebook Approach refers to the feedback on the Facebook group that is adapted by Kim's model. It has 4 stages as grouping, brainstorming, feedback on Facebook and re-writing towards a person's essay writing sent through a place on the Internet where messages were posted and read by all the members in each group. Each student provides and receives comments, suggestions, and critiques as well as edits other friends' first draft essays on the Facebook group directly and anonymously.

Students' attitudes refer to the students' feelings, beliefs, and opinions toward Peer Feedback they experience in the experiment under 2 main headings which were (1) attitudes towards Peer Feedback Facebook Approach (2) Attitudes toward the problems of using Peer Feedback Facebook Approach as a writer. Attitudes play a vital role in evaluating in the sense that they consist of a positive or negative reaction which leads to specific behaviors, and feelings. In this study, the students' attitudes were measured by an Interview Form.

Students refer to grade 7 students at Rajpracha Samasai Phaimatayom Rachadabhisek School in the second semester of the academic year 2019.

English Writing skills refer to the three English writing skills are writing an organization, using appropriate words, and using appropriate tense. Writing an organization is the skill to write purposefully and meaningfully and the skill to use writing techniques which include writing drafts or requesting peer correction in each paragraph, manage the writing device of the English language with learner's idea and use writing strategies such as writing drafts or asking for peer correction. Using appropriate words is the skill to use and put the vocabulary in correctly position with meaningful word. Including be able to write purposefully and use the right synonyms, antonyms in essay writing. Using appropriate tense is the skill to use good standard grammar and express a meaning using different grammatical forms meaningfully and be able to structure a text into paragraphs and use devices such as essay statements.

Significance of the Study

Theoretical Significance

Theoretically, if this study could determine the positive effects of the integration of technology and Peer Feedback Facebook Approach on students' Englishwriting skills, it could influence of social constructivism, collaborative learning and the advantages of technology assisted language learning in EFL situations, especially in the writing content. The results could be useful for students to be aware of the benefits of the integration of Facebook and English language in order to increase their opportunity to exposure not only to the language, but also to develop their Englishwriting skills, and enhance computer literacy skills which plays a vital role in their everyday lives. It may be useful for material writers in writing instructions to add Facebook Peer Feedback Approach activities in the textbooks or supplementary as alternative activities or tasks for teachers and students.

Pedagogical Significance

It could assist educators and writing instructors to understand better how Peer Feedback Facebook Approach could influence L2 writing and suggest ways to incorporate the writing environment as an alternative chance for students and teachers to interact both in and outside the classroom into their writing programs. The findings of this study may be useful not only for Thai grade 7 students at RajprachaSamasaiPhaimatayomRachadabhisek Schoolbut also for other institutes and universities to create the integration of technology and Peer Feedback session in the curriculum, and encourage the institute to see the importance of computer and technology in teaching and learning environment in this new era.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the underlying theoretical frameworks of Peer Feedback pedagogy affecting the implementation of the study as well as the key constructs of the research were reviewed. Consequently, the nature of writing, Peer Feedback in writing, the role of feedback in writing instruction, the importance of Peer Feedback in writing instruction, the development of Peer Feedback: from traditional mode to electronic mode, internet language and mobile learning theory, Kim's model, social constructivism, Peer Feedback worldwide and the last part deals with related research studies in Thai overseas contexts and conclusion in Thai content.

English Writing Skill

Many researchers and pupils had variously defined the term writing which was considered as the final language skill on the herbal order hypothesis (listening, speaking, reading, and writing). The English writing skill turned into a social construct associated with social functions (Akbar, 2015). Moreover, Some researchers declare that writing changed into an important from expression and communication; in contrast, it has a tendency to be an elected part of the language programme inside the first and overseas languages note“ the Complex juxtaposition of many portions of facts as well as the weighing of diverse rhetorical options and constraints” Moreover, some researchers describe that writing become a complicated cognitive task, since the English writing skill became a hobby that requires careful and tricky thoughts, discipline, and concentration, and it became now not a simple direct production of what the mind produces first or do at a particular moment (Sulisworo, 2016). Therefore, the nature of writing turned into the main idea of English writing skill. Students' development in writing became often assumed to be simply a part of the overall

increase in their language talent, while it turned into clear that students' competencies to write really and as it should be depended, to an extent, on their well-known stage of talent inside the goal language. Learners had their very own personalities, and there were numerous character variables that intervene to steer their acquisition of L2 writing abilities (Elfatah, 2016). Thus, one of the learner variables that need to be taken into consideration in language teaching become students' talent level. Writing proficiency consists of linguistic and writing abilities, and these additives make contributions to accurate and powerful writing. Due to the distinct talent level, a coaching approach could not be the same for every student (Al-Haj, 2015). Evidently, it changed into significant to writing guidance that writers make progress as a direct result of the coaching they receive.

Peer Feedback in Writing

Feedback becomes facts furnished via an agent regarding some components of one's undertaking performance (Sulisworo, 2016). It became some records that turned into aimed at the learners' overall performance of the learning project, with the goal of improving their performance. Feedback has lengthily been appeared as essential for the improvement of 2d language (L2) writing talents with a valuable a part of any language course. It could guide minimum or deep studying (Bani-Hani, 2014). Feedback turned into all post- reaction data that turned into furnished to a learner to inform the lecturer on his or her actual country of learning or performance (Hussain, 2015). It may be a response or reaction from another individual to something, and it changed into supported towards his overall performance inside the future. Feedback in writing became an essential key of a manner method to writing. It might be described as input from a reader to a creator with attempting to offer information to the author for revision. And another sort of remarks that improve the learner efficiently become known as Peer Feedback. Many Malaysia research had discovered Peer Feedback or

peer review to be beneficial if used correctly to assist instructors in writing to provide their students with more remarks and range of talents crucial within the improvement of language and writing capabilities (Murad, 2015). With the prevalence of online social networking websites inclusive of Facebook as the approach of pupil interaction, this study was conducted to discover the opportunity of using Facebook Notes as a device for imparting peer enter to written work for students. The five steps concerned in a writing system were preparation, reading, reviewing, rewriting, and revising (Kim, 2005). Enhancing the first-rate in their written work, within the solid of students recognize the blessings and disadvantages of Peer Feedback would effectively use this approach more correctly.

However, peer feedback would be much less beneficial if the students do not comprise peer remarks and tips. To encourage the revision procedure and reinforce the use of peer feedback, the students' writing manner plays a crucial position in the route evaluation. Final drafts of student responses were evaluated in assessment with their preliminary responses to decide the depth of revision and the pupil's potential to comprise peer remarks into the revision technique in a significant and substantive way. Some other main complaint on a hit utility of peer remarks in L2 writing guidance is in terms of culture. It is a totally real capability for peer overview to turn out to be a disastrous and unproductive revel in which could discourage instructors from using the peer feedback pedagogy in the classroom, especially within the L2 context. Students from distinct cultural backgrounds frequently have varying expectancies for small-institution paintings and for the function of the teacher. If students were defensive, uncooperative and distrustful of each other or in general trying to keep away from conflict, little effective work would occur in the classroom (Faggosa, 2015). Although the students in this look at perceived the aim of writing institution, together with criticizing each different draft, they had been reluctant to do so. It seems that making negative feedback on a peer's draft results in division, not cohesion, in an organization. They

had been, for the most part, greater involvement with the institution's social measurement than with supplying their friends with recommendations to improve their essays. Most feedback givers adopted a prescriptive instead of collaborative perspective after they spoke back to their peers, so the result can be confirmed why it was necessary for teachers to train college students in successful peer overview techniques and also to construct possibilities for powerful peer interactions.

The Role of Peer Feedback in Writing Instruction

Peer Feedback was supported in many studies with a notable deal of benefits. It changed into an important thing in increased engagement and time spent on-task, immediacy and individualization of help, intention specification, explaining, prevention of data processing overload. Prompting, modelling and reinforcement (Murad, 2015). More importantly, undertaking Peer Feedback provides student achieve more individual comments, and it was a possibility for giving reviewers to practice and broaden diligent the talents of language in contrast. Nowadays, social network becomes more and more pervasive in better education, and as a result, there changed into increasing interest in the use of online feedback activities (Murad, 2015). This observes investigated students' actual experiences and perceptions the usage of social media, Wiki and Facebook, tools to provide Peer Feedback Facebook Approach students' instructional material projects and to evaluate students' experiences and perceptions of the use of Facebook and Wiki environments as a Peer Feedback tool. There was a great deal of biases related to Peer Feedback including friendship, reference, and purpose of the course and lacking differentiation (Razak, 2014). The role of feedback should be clear to province the disadvantages as much as possible. Generally, feedback could be divided in many aspects in accordance with who generates the feedback, what the focus of feedback was (comment or correction), and how feedback was given.

Language teachers had experimented with numerous strategies in providing feedback to their students' writing; however, the conclusive results regarding what was the most effective and appropriate way to give feedback was not achieved yet (Ahmed, 2016). Previous research on writing feedback has showed that ESL/EFL teachers tend to focus on accuracy and correctness of surface-level features including grammar, vocabulary and writing mechanics (Sulisworo, 2016). To encourage such awareness in the writing courses, the students should have a role to play in providing feedback to their peers' work rather than solitarily receive feedback from teachers.

Teachers should give an innovative solution; for example, there should be group consultations, peer consultations and peer and self-assessment (Faggosa, 2015). To better understand the pedagogy of Peer Feedback in writing instruction more clearly, the subject matter would be discussed in the subsequent part. However, we could not deny the fact that many ESL/ EFL teachers were still slaving over student writing by rendering error correction which was not only exhausting for teachers but also frustrating for students (Akbar, 2015). Accordingly, it seems to be clear that the students were much more dependent on the teachers instead of themselves. In fact, it was advisable that students should take responsibility in their learning and become autonomous learners who could correct and evaluate their work independently. To convince the students, teacher must provide the importance of Peer Feedback in writing instruction. In typical oral feedback, writers and responders communicate and negotiate verbally and nonverbally in real time as nicely as hire the printed text which they can view, refer to, and mark up. In written comments, responders' study after which write responses on paper. Students may be required to put in writing responses in magnificence or by the following elegance. After the responses are written, they may be often given to the writer at some stage in a peer organization session in which negotiation and interaction often take place. In the electronic environment, the feedback may

be given at anyplace no longer handiest in the language classroom, and they have no pressure in responding because they have got a possibility to complicated their thoughts, replicate on their ideas, rehearse their responses, and reply at their own pace before writing. However, they will now not be able to take part within the communicate sports used in conventional oral remarks due to the fact the nonverbal factors are missing, or there may be a time delay involved in the dialog, or the delivered writing clear out in e-remarks makes encoding and deciphering messages greater difficult. In fact, students appear to have exclusive expectancies from instructor and student remarks. They appear to count on instructors to awareness of grammatical correction (Sulisworo, 2016). even as they may expect friends to comment on the content material of their writing (Noordin, 2014). Students would not anticipate their classmates to discover grammatical mistakes because of the dearth of linguistic abilities, which appears to be associated with problems in providing comments. However, in my study, the students needed to give remarks each in content and shape according to the provided guidelines. Due to the paradigm shift to pupil-centered technique nowadays, the concept of students receiving comments on their writing from their peer which turned into advanced from L1 system has become a crucial opportunity to instructor remarks, and has been extensively utilized in first (L1), second (L2) and overseas language was writing instructions (Akbar, 2015). Peer Feedback became noted by way of many names, for example, peer reaction, peer editing, peer critiquing, and peer evaluation (Sulisworo, 2016). Each call has a focus on the comments differently, for example, peer response can be inside the technique with a focal point on content material, and peer editing nearing the very last states of draft, with a focus on grammar. Generally, the recommendations could be greater or much less particular and they'll focus on contents and/or language structures relying on students' levels of talent, their experience of peer-reviewing, the stage inside the writing method and the particular functions that the path goals to stress (Elfatah, 2016). But the question changed into

how they have interaction in error correction since they would lack enough information in language structures. Theoretically, to make Peer Feedback extra effective, the students should be assigned to give comments in precise types of mistakes which become emphasized within the lesson objectives instead of seeking out mistakes in general (Al-Haj, 2015). The fee of supporting students to engage in peer error correction changed into to enhance the accuracy of their texts via selective and systematic mistakes correction, and the position of in-class grammar coaching. It turned into critical for mistakes feedback to be used together with grammar practice and approach training so that students could learn how to edit their very own writing independently (Bani-Hani, 2014). As a result, in this component, the students had to paintings on the editing of the unique grammatical factors relating the unit they had been explicitly taught and exercise in magnificence. Then, they must factor out wherein the mistakes were, and make hints for the correction if they were capable of. Thus, in this element the grammatical aspects have been different. To reach the students' mutual know-how and to get their familiarity with the editing checklist, it becomes explained and discussed as well as practised inside the magnificence before the use of it by themselves.

The students ought to paintings in pairs or small organizations to provide feedback on one another's writing. However, the previous research showed that the students receiving feedback from more than one friends showed large development over their receiving remarks from an unmarried peer (Chen, 2017). Moreover, maintaining the same corporations allow students to get to realize their classmates better to be more assured around each different and perhaps be more invested at the success of their peers on the organization. Besides, primarily based at the Vygotsky's theory, pairing students with one-of-a-kind writing proficiency could be able to facilitate growth in ZPD (Zone of Proximal Development) in a subgroup and offer more favorable results as opposed to a subgroup consisting entirely of newbies with the same skill level (Noordin, 2014). Feedback from more superior peers could provide scaffolding and

ought to reduce issues related to Peer Feedback such as loss of credibility of the peer evaluator and reluctance to be crucial within the writing process. Moreover, First, writers may want to enhance the target market conception by means of having a couple of Peer Feedback. Second, multiple reviews may want to reduce blind spots and omissions of any given individual review due to the fact greater evaluations mean that extra errors had been caught, and it may reduce the negative effects of incorrect remarks. Fourth, a couple of reviewers might also agree on some specific troubles, and this multiplicity of remarks on given troubles can be mainly persuasive or salient to students when they were revising their paper. However, forming the agencies by making a stability of the organization members' English writing skilllevel was additionally necessary.

In peer response corporations, students proportion their drafts with every other because the drafts were evolved to be able to get steerage and feedback on their writing. The student would use these remarks and suggestions from their peer to write the next draft. They may be loose exchanges of response to a given student's writing or they would paintings with the peer review pointers. It was assumed or hoped that the guidance or comments would bring about improved compositions. Importantly enough, except the top notch blessings of the usage of peer evaluate that reduce instructors' time and remarks workload, and unfastened them for more useful practice, several blessings of Peer Feedback for students both cognitive and affective elements have been distinguishably mentioned in many research, and its blessings couldn't be determined in trainer corrective feedback. The distinguishing advantages of using peer overview were that not only writers however additionally readers could attain the advantages from Peer Feedback throughout their writing system. First, it encourages active learner participation, authentic communicative context, opportunity, and authentic audiences (Pop, 2014). Second, it allows expand students' critical and analytical competencies and growth their abilities to research their personal drafts critically and this

leads to learner independence. Third, students could analyze the language of, and makes use of for; responding to texts from receiving Peer Feedback so students would see similar issues and weaknesses of their very own writing in addition to use modern and creative ideas to which they had been exposed (Akhsan, 2016). Fourth, it additionally gives a nonjudgmental environment and decreases apprehension approximately writing and the writers with distinct skills seemed to research from one another.

The reticent students also reveal extra elegance organization participation at the same time as in the peer community. Additionally, at the same time as they have been engaging in peer response tasks, they gained greater spontaneous wondering and responding abilities and greater language cognizance while writing. These advantages regarded to end result from reading-writing connections, in which the students stated that they learned about style, organization, structural patterns and word alternatives from reading friends' essays and responses and from responding to peers' essays (Akhsan, 2016). When they begin to see this development, their notion within the efficacy of this approach would also increase. Such benefits also came from collaborative mastering, wherein much less equipped writers learned from the more in a position friend, and vice versa. First, it enhances an experience of target market due to the increasing focus thru studying peers' writings and giving Peer Feedback. The second, pupil's express capabilities to spot their very own weaknesses in their writing, and peer remarks helped them note the problems. Third was encouraging collaborative learning due to the fact they had opportunities to make clear their meant that means to the reader and to barter a way to bring the intended that means greater effectively (Hussain, 2015). And fourth changed into fostering ownership of the text because they grow to be much less reliant at the teacher and greater assured in themselves as writers.

In a qualitative analysis, except the traditional way of correction, the students had very favorable attitudes closer to peer correction whilst such attitudes in the direction of self-

correction were much less positive. However, a group of studies changed into not able to ascertain the superiority of both the peers' and instructor's comments in L2 writing practice. Despite the reality that numerous beneficial consequences on peer response have collected and there was no great difference on the students' writing improvement and fulfillment result from the two exceptional remarks sources, one major criticism has been leveled at students' capabilities to offer concrete and beneficial feedback (Elfatah, 2016). Some attributed this to students' lack of expertise and capabilities want for peer overview and contact for instructors' intervention. This changed into because students would not feel their peers, who were additionally still themselves gaining knowledge of the language, were qualified to critique their work and can mistrust their recommendations. This can be answered why maximum of the peers' comments have been left out during writers' revision (Ekoc, 2014). To remedy these issues, the Peer Feedback literatures endorse that peer response practices were handiest if they were modeled, taught, and controlled. Nowadays Peer Feedback has been modified from conventional mode to digital mode.

The Development of Peer Feedback: From Traditional Mode to Electronic Mode

In the past few years, the mode of peer reaction has shifted from a conventional pen-and-paper and/or face-to face layout to using computer-mediated communicate (CMC) mode for comment and discussion. A variety of studies have investigated the impact of this new type of comments has on writing education and the writing process. It became stated that there is no domination in CMC surroundings when the students exchange feedback on their peers' paper. Instead, the excellent and efficiency of peer hints for revision increased inside the electronic mode of communication the advantages of digital response are a discount in paperwork issues like lost or forgotten papers. Students can submit and retrieve their work and reviewers can respond online. Thus, students will now not lose or forget their works.

Teachers will not need to carry or possibly lose bundles of papers. It became located that even though instructors had an invaluable useful resource to attract from in this era of technological advancement, Information and Communications Technology (ICT) and the Internet, these sources of capability as a device for mastering inside the study room has no longer been fully exploited by way of the ESL educators (Dizon, 2015). There were several generation tools and techniques for coaching writing that would make the studying procedure exciting and greater a laugh for each teacher and pupils. Some research had highlighted the educational cost of Facebook as one in all the most famous SNSs (social networking service) among ESL and EFL students (Ahmed, 2016). These studies emphasized the function of Facebook in forming online mastering groups where learners may want to interact in shared activities based totally on their shared desires and interests. Moreover, Facebook agencies facilitate ESL newbies' writing technique. Other few recent studies (Sim, 2014) had true installation examples of those studies in exploring how EFL inexperienced persons applied Facebook agencies as online gaining knowledge of groups for a similar development of their English language getting to know past the study room context.

In each L1 and L2 writing classrooms, teachers and researchers had begun investigating the efficacy of era on writing instruction, with a special emphasis on the usage of CMC mode versus traditional mode for peer response activities. CMC covers a wide variety of technology of writing (Pop, 2014). These include numerous forms of synchronous or actual-time verbal exchange, consisting of that which takes place in immediate messaging, on MOOs, or via Internet relay chat, and asynchronous conversation, inclusive of that which takes region Facebook; and it turns into maximum popular inside the writing lecture room (Faggosa, 2015). In usual oral feedback, writers and responders speak and negotiate verbally and nonverbally in real-time as properly as hire the printed text which they might view, refer to, and mark up. In written feedback, responders read after which write responses on paper.

Facebook plays a role in helping the EFL freshmen to be engaged in pre-writing stages such as topic selection, generating ideas, reflecting on their ideas and outlining their argumentative essays, thus, coming to a conclusion that interaction through Facebook fosters rookies' cognitive processing in writing including reflection and interpretation of their thoughts and texts. Students may be required to write down responses in elegance or through the next class. After the responses had been written, they have been frequently given to the author for the duration of a peer institution session in which negotiation and interaction often take vicinity (Hussain, 2015). In the electronic environment, the feedback may be given at anyplace now not simplest inside the language study room, and they had no pressure in responding because they'd a possibility to elaborate their thoughts, replicate on their ideas, rehearse their responses, and reply at their very own pace earlier than writing.

Use of social media has grown to be increasingly more ingrained in everyday life. Facebook turned into an especially interactive virtual social conversation device among diverse social media, and on university campuses it has become more and more popular. Research consequences indicated that an effective platform for informal mastering can be Facebook. However, many contemporary social media education studies seem to pay extra interest to students or adults (Noordin, 2014). Nevertheless, much research tested the impact of Facebook tutoring on kid's second language learning of English. The results indicated that children participated the Facebook tutoring normally exhibited an effective mind-set toward this new sort of learning experience. The mastering fulfillment for the Facebook institution turned into also significantly higher than the traditional classroom institution. It was concluded that providing with proper strategies, each students' gaining knowledge of attitude and mastering success had been positively suffering from the Facebook tutoring however recently, most of student access the net in mobile greater than a computer.

Internet Language and Mobile Learning Theory

Internet language becomes a language that becomes used on the net and it became a property of computer age, new and evolving language (Yuan, 2019). The learner could note how communication evolved and many types of languages were used and the merits and demerits of net language. At first, the improvement of the internet has revolutionized verbal exchange in lots of ways. In the fifteenth century, printing was introduced, within the 19th century the smartphone becomes invented and in the 20th century broadcasting started out to go into our society. And nowadays, some new means of communicate consisting of SMS Text Messaging, E-mails, chat rooms and Web appeared. It made it possible for human beings to talk the use of many exclusive manners of communicate and it created new structures with far-reaching social impact.

A theory of mobile getting to know become critical when deliberating the position of mobility and verbal exchange in getting to know environments. A large literature assessment of cellular technology and studying stated that a task for both educators and architects was one of knowing how to use mobile tools in the most meaningful way (Akbar, 2015). Many researchers endorse that a blended learning method becomes important when using mobile technology in getting to know settings. As devices have been ubiquitous, learning can be interwoven with activities a part of ordinary life. Control of cellular mastering environments could be distributed, and context changed into constructed by using learners via their interplay with gadgets and with each other. They acknowledge that mobile studying ought to each complement and conflict with layout education, and it raises ethical troubles remarks in writing on contemporary mastering. And one in all the most current Peer Feedback models was Kim's Model.

Kim’s Model

The researcher analyses the general peer assessment models still lack stage "revise" as the crucial component; especially on conducting Peer Feedback therefore the researcher interested in her model because it was the one of newest Peer Feedback model. She proposed that there should be 5 stages of formative peer assessment below (Kim 2005).

Stage 1 Preparation

The first degree that beginners in formative purpose peer evaluation was to remember the goals and purposes of the evaluation mission which want to go together with the course itself. In the procedure of planning students might not be roles (Peer Feedback giver and Peer Feedback receiver), they would set their evaluation dreams which turned into based totally on identified goals of the assessment. Later, they had to organize their thoughts to reach for the dreams. The preparation process of this approach was showed below.

Roles	Task
Peer Feedback giver	consider the goals and purposes of the evaluation undertaking
Peer Feedback receiver	consider the goals and purposes of the assessment venture

Table 2.1 Preparation Process

Stage 2 Conducting (assessing peer's work)

Providing an opportunity for students to view and critique peer's work, techniques, ideas and skillswas a crucial stage for peer assessment. In this stage, all of students would learn their written mistakes and exemplary performance from peers. More importantly, this

would improve students’ skills of critiquing or evaluating their own work (self-assessment).The conducting process of this approach was showed below.

Roles	Task
Peer Feedback giver	View and consider a draft
Peer Feedback receiver	Write a draft

Table 2.2 ConductingProcess

Stage 3 Receiving Peer Feedback

After a peer group discussion, the products would be reviewed and returned to the writer with Peer Feedback. It was accepted that Peer Feedback was peer-monitor data which could be a time-efficient and resource-efficient procedure for collecting data.The receiving peer feedback process of this approach was showed below.

Roles	Task
Peer Feedback giver	Give some feedback
Peer Feedback receiver	Consider the feedback

Table 2.3 Receiving Peer FeedbackProcess

Stage 4 Reviewing

After students finish an assessment, students (Assessors) might be recommended to reflect on their own procedures to the evaluation task. At the same time, peer evaluation would offer students (Assesse) to understand why and the way grades had been awarded. The reviewing stage consciousness on self-evaluation via reflection.The reviewing process of this approach was showed below.

Roles	Task
Peer Feedback giver	Reflect their own feedback
Peer Feedback receiver	Appreciate why and how grades were awarded

Table 2.4 Reviewing Peer FeedbackProcess

Stage 5 Revising

After the reviewing stage, Kim (2005) added that every student was necessary to had to put the stage “revise” on their products in order to recognize what should be improved on their work. Revising helps learners make changes to the products, and importantly it was an emphasis on adjusting learning strategies goals based on feedback. The table belowshowed the general process of Peer Feedback without "revise" which Kim (2005) concluded from many researchers.The revising process of this approach was showed below.

Roles	Task
Peer Feedback giver	Compare the products with the previous task
Peer Feedback receiver	Compare the products with the previous task

Table 2.5 Revising Process

Limitation of Peer Feedback Facebook Approach

The consequences from the interview discovered the strengths of the Peer Feedback Facebook Approach. Most of the students stated that Peer Feedback Facebook Approach become an effective tool for statistics management gadget as they might browse to their preceding work or other friends’ work easily. This also allowed them to read and found out from other pals’ feedback which have been publicly shown on Facebook. Another electricity

claimed by several students become the feel of publicness in their paintings. One stated, “I changed into very proud of myself as my paintings is shown online even though I felt embarrassed at first.” Another said, I turned into more assured in my remarks if there were other pals give remarks on the equal points.” According to the weaknesses of the Peer Feedback Facebook Approach, the Internet accessibility and low velocity and negative Internet connection have been the foremost difficulties of the Peer Feedback Facebook Approach group. Two slight students expressed that remarks occasionally harm their feelings as it was too much direct. The students from low proficiency stages complained that every so often they had been harassed and did now not realize which remarks should be considered due to several comments posted. In the idea part, the interview found out that 5 students recommended lowering the wide variety of assignments; some students proposed working with extraordinary group at the same time as a few proposed some robust punishment for the irresponsible students who did not submit paintings and comments on time. Besides, 24 students commented it became already right and now not vital to trade anything.

International Contexts of Peer Feedback

Arab college students in Facebook group have been engaging in peer review in English as an overseas language (EFL). In particular, the findings confirmed that the EFL learners defined addition, substitution, removal, permutation, consolidation, and distribution as the important thing to improve English writing skills (Murad 2015). These revisions and adjustments had contributed to improving the content, solidarity and organization, language and mechanics of end-products or texts of novices. Engagement of the freshmen in on-line revision activities fostered their sense of online gaining knowledge of community via growing an interactive friendly getting to know environment, constructing and nurturing new relationships based totally on shared pursuits and growing a sense of belonging.

Although in such conventional gaining knowledge of environment, the trainer turned into the most effective supply of corrective comments on beginners' writing, it turned into still extra hard for teachers to provide scaffolds and remarks on each character learner's paintings at the same lecture in the EFL Arab context because of the extensive quantity of novices in each magnificence and the insufficient time (Razak 2014). This indicates the need for engaging rookies in peer revision. Previous research has emphasized the role of learner-learner interaction in such group paintings in their language studying development as they research the language by way of the use of it for meaningful interaction, communication, and negotiation (Elfatah, 2016). In this regard, previous research had addressed some challenges faced with the aid of instructors in enforcing peer revision in writing guides specially at university levels. This changed into much more likely attributed to the environmental regulations that limit newbies' interaction and organization work which include in writing. In the EFL Arab university context, due to the extensive quantity of students in every class, students do no longer have enough opportunities to be involved in organization activities where they may engage and speak the use of English. This has even constrained beginners' roles to only receivers of feedback on their writing from the traditional supply, the trainer, instead of companies of comments (Razak & Saeed, 2014).

Some Japanese students had been lively in the usage of Facebook. If the assumption was authentic that writing a lot leads to stepped forward Englishwriting skills, then it can be said that their Englishwriting skills probable advanced (Statista, 2017). Those students placed their feelings into writing surprisingly wonderful sentences (as measured with the aid of period of sentences, communicativeness, and the scarcity of errors). Each in their entries averaged 55 words, which become about five tremendously long sentences. Since some comments had been certainly short, which means there had been a big quantity of longer entries too. However, 25% of Japanese college students chose in no way to use Facebook,

and others not often did, so their English skills probable did no longer benefit from the interest. One of the main motives why the 36 active Japanese students simplest made an average of 1 entry in step with two weeks, and the alternative 12 college students made no entries, was that they had been all non-English majors, so their willpower to English won't had been so great.

The Spanish college students, who have been English majors, had lengthy entries, averaging 112 words in keeping with entry, and that they posted many photographs and video clips. Interestingly, their common quantity of entries at some point of the semester was about the same as that of the Japanese college students about 5 entries per pupil at some stage in the ten weeks (Taqi, 2015). This might mirror natural communication give-and-take; if one student makes a comment, then another pupil (from an exclusive country) responds. Each Spanish student might have simplest an average of one comment in keeping with two weeks due to the fact the Facebook hobby changed into no longer required in Spain, and the Spanish teacher gave no grades; it changed into in basic terms voluntary. Summary, the current has a look at had blended results, however quite other research has found clear benefits to using Facebook in English writing classes. Thus, it can probable be endorsed that teachers use the device as part of publications. Future research on the usage of Facebook in English writing classes ought to focus greater on precisely which elements of English writing talents may want to be progressed.

Related Research Studies in Thai Contexts

The feedback given by the teachers was not consistent as the teachers explicitly train in giving feedback. While some teachers give explicit grammar feedback, other teachers do not. However, the students who received explicit grammar correction as part of the feedback did not improve more than students who did not receive such feedback (Noparat, 2015). The

data provided insights into what trainee-teachers might do in terms of feedback when they do not think of feedback in an integrated way. While the Basic English students did improve in the use of grammar in their writing, there were many missed opportunities for reinforcing the role of grammar in their learning of English. This study developed a score rubric of indicators that could be used by teachers who want to improve their use of feedback in their teaching (Hoang, 2015). The data produced by using this score rubric allowed trainee-teachers to see where they could improve their use of feedback in their teaching.

These cultural heritages also caused some students to consider Peer Feedback as useless, whereas others revealed their preferences for collective voices of peers' and integrated them into regular class writing. The researcher changed into discovered that Thai students within the Facebook organization performed in a different way from Thai students in conventional remarks organization even as the differences were no longer located among other pairs (Hoang, 2015). Students in different skills agencies all performed otherwise. There were no interaction effects among Peer Feedback and stages of standard English skill on the students' writing achievement. High skill students in the three agencies performed better than the slight talent students who performed higher than the low skill ones no matter the Facebook Peer Feedback they received.

Facebook Group used as a getting to know management device could beautify Thai students' powerful language learning (tremendous mind-set and motivation) in a personal university within the area of Bangkok. The Facebook Group could be an online tool to facilitate English learning through mistakes corrections. Positive outcomes offered a few insightful tips and implications for teachers of English as an overseas language (Noparat 2015). A precise drawback of this look at changed into also discussed. The consequences revealed advantageous effects of the Facebook Group usage on their mindset towards, and motivation in, studying English as a selected cause in a Thai context because they normally

determined themselves relevant to the Facebook Group as regular customers of Facebook.

There were many factors that have an effects on language and the students' reaction towards getting to know a selected language such as: students' own family background, their life-style and environment, their culture, and more importantly the pupil him/herself as individuals have been powerful to the way they use their competencies towards studying languages (Shetabi, 2017). Partly, the Facebook Group could supply them senses of convenience, simplicity and relaxation and decrease cultural power distance between the teacher and learners. Review of literature has showed the theoretical framework of the study and it help the researcher create an appropriate research methodology.



CHAPTER III

RESEARCH METHODOLOGY

This chapter draws an overview of the research design for the present study. This includes the details of population and samples, the method of sample selection, research instruments, and the Peer Feedback methods. It also describes data collection procedures, data analyses and Summary of research process.

Research Design

The research design of this study was a quasi-experimental type using the Peer Feedback Facebook Approach. It also investigates the students' attitudes toward the Peer Feedback Facebook Approach. The location was at Rajpracha Samasai Phaimatayom Rachadabhisek School and the students were the students' grade 7 in the school. This study applied was an explanatory a quasi-experimental research design. The use of quasi-experimental was increasing in many applied linguistics. It could provide a depth and breadth of information rather than using a survey approach. This research design was composed of three phases: Pre-test, Peer Feedback Facebook Approach, and Post-test.

Phase one was Pre-test. According to a lot of research on Peer Feedback, it quite important for instructors to train students for a hit peer-review strategy and to construct opportunities for powerful peer interactions in a week first. In this study the students have been trained how to offer good great comments on their friends' paper in first week of the direction for an hour. Besides, at every step inside the training, the aim of the Peer Feedback activity was emphasized, and the students had been endorsed to accept as true with that they could accept as true with their peers' institution assistance in terms of writing organization, using appropriate words and using appropriate tenses. After the training, the students do the

pre-test, it was compared to the post-test in phrase three. In phase two was Peer Feedback Facebook Approach was applied the students must write in-class essay during the week 2nd to 7th. To ensure that the students seriously put their effort and do their best in providing feedback, an essay uploaded from Facebook group and phase three was post-test. This phrase the learners were encouraged to do the post-test on the week eighth and they also answer the Interview Form consisted of open-ended questions about the attitude of Peer Feedback Facebook Approach.

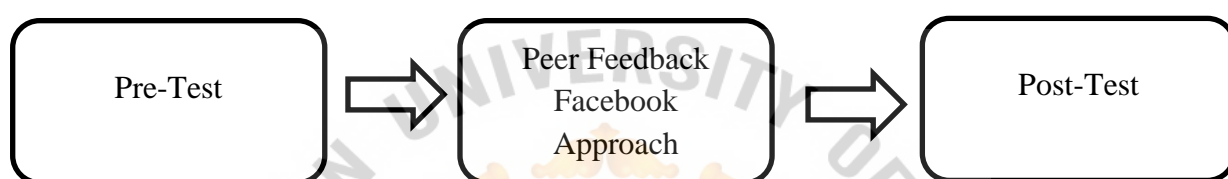


Figure 3.1: Explanatory Design Quasi-Experimental Research Methods

Population

The population was 450 Thai grade 7 students at Rajpracha Samasai Phaimatayom Rachadabhisek School in the second semester of the academic year 2019. English language subject that this study would be implemented.

Sample

Purposive sampling technique was used in this study. The subject selection from 10 classes of Thai grade 7 students at Rajpracha Samasai Phaimatayom Rachadabhisek School to one class. The students were from 450 to 24 people and their age range were 12-14, 12 males and 12 females.

Research Instruments

This writing achievement test was constructed validity by considering at the English writing skills to get students write down about their family to looking at students' English writing skills (appendix G). There are total 10 score, 4 score for writing organization skill, 3 score for using appropriate words and tense and the score rubric which became disbursed at the stop of the study (appendix B).

A Teacher's Role

A teacher's role was noted that the teacher played a role as a facilitator who helped the students to learn and at the same time. In the first week, the teacher would introduce himself and convince the students to join the Facebook group that create by the researcher. Then the teacher would teach how to give a good peer feedback and give the pre-test to students and follow the process of Facebook peer feedback.

For the second week to the seventh week the teacher would give the topic for Facebook peer feedback every week. He facilitated active interaction between learners during the writing process and tell the correct feedback when a student gives the wrong feedback. The teacher a role as consultant, and resource in the teacher-students conferencing. In the last week, the teacher would give the post-test and correct the score by the score rubric to be analyzed in the next process.

Instructional Methodology

Table 3.1 Lesson Schedules

Week of class	Activities	Tasks
Week 1	- Informed course syllabus, explaining tasks and activities, essay writing rubric used for evaluation and course evaluation.	- Pre-test (appendix D) - Peer Feedback training(appendix A)
Week 2	- Peer Feedback Facebook Approach, topic my favorite food.	- Grouping/Pre-writing - Brain storming - Feedback on Facebook - Rewriting/Reflection on Facebook
Week 3	- Peer Feedback Facebook Approach, topic my habits.	- Grouping/Pre-writing - Brain storming - Feedback on Facebook - Rewriting/Reflection on Facebook
Week 4	- Peer Feedback Facebook Approach, topic my favorite movie.	- Grouping/Pre-writing - Brain storming - Feedback on Facebook - Rewriting/Reflection on Facebook

Week of class	Activities	Tasks
Week 5	- Peer Feedback Facebook Approach, topic my favorite movie.	- Grouping/Pre-writing - Brain storming - Feedback on Facebook - Rewriting/Reflection on Facebook
Week 6	- Peer Feedback Facebook Approach	- Grouping/Pre-writing - Brain storming - Feedback on Facebook - Rewriting/Reflection on Facebook
Week 7	- Peer Feedback Facebook Approach	- Grouping/Pre-writing - Brain storming - Feedback on Facebook - Rewriting/Reflection on Facebook
Week 8	- Collection the data	- Post-test (appendix D)

Collection of Data

In the primary section, week one, the students had been informed route syllabus, explaining tasks and activities, essay writing rubric used for evaluation and path assessment and they received the direction syllabus and the details of tasks they needed to do during the semester. the feedback givers had been trained the way to produce a good high-quality of feedback to their friends. In particular, the students inside the Peer Feedback Facebook

Approach were asked to sign up for a Facebook account if they did not have it yet. Moreover, instructor-students conferences have been arranged out of class time for 2 times. Each consultation took 50 minutes according to the session to make sure that the students could employ peer comments and idea effectively. From week two to week seven, the students would get in to Peer Feedback Facebook Approach. It has four steps, grouping, brainstorming, feedback on Facebook, and re-writing. Step one, in grouping segment became enticing students and facilitated them from a group of three and join the Facebook institution that created by the instructor. They must expand pre-drafting skills. Experienced writers had their personal methods, but inexperienced writers need the motivation to write down and help in uncovering concepts, experience, and ideas about which to put in writing. During the grouping segment, students could get a topic or something to speak about in writing through a trainer. Topics should come from teachers; however, students also want to develop the skill of the use of their personal insights and studies (and those of others) as writing materials (Murad, 2015). In the grouping stage, students want to set up their motive, audience, and writing shape. If they could as it should be making the stability of experiences with the preceding purposes, audiences and forms, students could end up able in a variety of writing tasks. As a result, it become necessary for teachers to become aware of and define the perfect studying objectives, address the elements of powerful communication (subject, purpose, audience, and shape), and establish suggestions or criteria to evaluate the outcome of the students' work when they assigned the writing assignments (Ekoc, 2014).

Step two, brainstorming enables agencies of students to approach the that means from the content be given via the teacher after which every student should submit their own draft on the Facebook institution. They could organize and broaden their thoughts (Ahmed, 2016). Although these plans might be tentative, they were useful for purchasing started. Students want to arrange and summarize their thoughts in logical sequences. Several approaches of

growing and organizing thoughts were possible relying on motive and shape. Some one-of-a-kind ways of development and organization have been the chronological arrangement of thoughts, inductive and deductive. Alternatively, students may want to do not forget building text to prepare their main thoughts and assisting details.

Step three, during Feedback on Facebook phase, after writers produce a first draft. Students must consciousness their attention at the development in their friends' writing. The mechanics were secondary to the waft of ideas. At this point, students should write down what they need to signify in the comment to enhance the draft of their group members. Additional drafts that in addition shape, organize, and make clear the work. As students mentally step again from their works. They must be endorsed to share drafts to affirm or regulate the route of their writing. Discussing drafts with others (consisting of friends and teacher) should help move each of their drafts towards the very last version. The drafting wishes to attention on tense, phrases and writing employer. The activities in this stage can also alternatively consist of writing tough drafts, conferring with peers and the teacher, revising for that means at the idea level, proofreading, and modifying for mechanical and traditional accuracy. Step four, the reflection on Facebook stage involves main interest which changed into rewriting. Rewriting brings a piece to completion. It was a complicated system of identifying what inexperienced persons ought to be changed, deleted, added, or retained via the comments that come from the group members. It turned into the overall submit-writing method which involves enhancing (revising for thoughts and shape) and proofreading (revising for sentence structure, spelling, punctuation, and capitalization). Teachers need to deliver students the language to discuss, enhancing and proofreading in addition to the techniques to reshape and polish their writing. Rewriting techniques require time and practice; therefore, they have been pleasant added a few at a time. Different strategies can be required for different varieties of writing (Faggosa, 2015). In conclusion the trainer's

monitoring and the assigned credit on their given remarks would beautify the quality of Peer Feedback in a few degrees, the students wrote the essays through the use of a clever phone in the school room and then despatcher their venture to their pals in the identical subgroup. In this way, each student became assigned to deliver remarks on 3 papers of their subgroup members via following Peer Feedback tips. They had one week to complete the project. After the students received remarks from their friends, the learners had a 30-40 minutes to revise their first draft inside the school room. Moreover, the students must hand in all the feedbacks acquired from their peers to the instructor, as well as the final draft after receiving and incorporating teacher feedback in the due date. In week eight, the students should take the success test, and 5 of participants would get the interview about the attitude toward Peer Feedback Facebook approach.

Data Analysis

To answer the research questions. Dependent samples t- test would be used to analyze mean score from using rubric scoring (appendix B) to compare the score of pre and post achievement test (appendix D) and to see the significantly different from the test ($p=.05$). The example of making students' score could probably be illustrated in Table 3.4.

EnglishWriting Skills	Pre-Test	Post-Test
Writing organization (4)	Mean score on writing organization skill	Mean score on writing organization skill
Using appropriate words (3)	Mean score on using appropriate words skill	Mean score on using appropriate words skill
Using appropriate tense (3)	Mean score on using appropriate tense skill	Mean score on using appropriate tense skill
Total (10)	Mean score of Pre-Test	Mean score of Post-Test

Table 3.2The mean scores of students' Pre-test and Post-testby students'Englishwriting skill

Since the main effects of the two independent variables were found, Pre-Test and Post-Test were performed to further examine the research question 1 and 2. In order to calculate the effect of two independent variables (research question 1 and 2), dependent samples t- test was used to measure their significance difference.

To answer research question 3, which is to interview the students' attitudes toward the Facebook peer feedback approach they experience, the interview form were used to gather in-depth data for the purpose of providing an insight into students' preferences, attitudes, feelings and opinions toward the type of peer feedback they experience under 2 main headings as follows: Attitudes towards Peer Feedback Facebook Approach and Attitudes toward the problems of using Peer Feedback Facebook Approach as a writer. There is an example of the students' opinion.

I think Peer Feedback Facebook Approach is particularly useful to me because it helps me improve my paper, and I gain new knowledge such as errors that I have never known before, and my vocabulary expands too.

Moreover, these data had a role to play in supporting the quantitative results of research questions one and two.

Summary of Research Process

Research objectives	Source of data or sample	Data collection method or research instrument	Method of data analysis
1. To compare the significant difference between pre-test and post-test on English writing skills of grade 7 students at RajprachaSamasaiPhaimatayomRachadabhisek School.	Pre-test and Post-test	Score rubric	Dependent samples t- test
2. To compare the significant difference between pre-test and post-test on English sub-skills (writing organization, using appropriate words, and using appropriate tense) Englishwriting skills of grade 7 students at RajprachaSamasaiPhaimatayomRachadabhisek School.	Pre-test and Post-test	Score rubric	Dependent samples t- test
3. To investigate the attitude of Peer Feedback Facebook Approach of grade 7students at RajprachaSamasaiPhaimatayomRachadabhisek School.	Voice recording	Students' attitudes open-ended Interview Form	Content analysis

Table 3.3 Summary of research process

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the results of the study in accordance with the three research questions. The first two research questions report the results from the English

writing skillsto test concerning the effects of the Peer Feedback Facebook Approachon the students’ skills. Dependent samples t- test was employed. For the third research question investigating the students’ attitudes towards peer feedback they experienced, some remarkable results from the interview were reported to triangulate and support the quantitative data for discussion, perceptions of the students’ writing improvement, perceptions of the quality of peer feedback, strengths and weaknesses of peer feedback student received. Descriptive statistics were utilized to provide the answer to these research questions.

Finding from Research Objective 1

The research finding of research questions number one isdependent samples t- test was employed to investigate the significant difference between the mean score of pre-test and post-test(appendix H) and check the score by the score rubric(appendix B). Those 24 students represented a group of 5% out of 100 of 450 students in all 10 English classes of grade 7 in RajprachaSamasaiPhaimatayomRachadabhisek School. The findings were presented in the following table.

Table 4.1: A Comparison of Pre-test and Post-test on Student’s English Writing Skills

English Writing					
Skills Test	N	Mean Score	SD	t	Sig.
Pre-test	24	3.12	1.03	3.89	0.002
Post-test	24	4.46	1.31		

Results from the dependent samples t- test showed the mean score of pre-tests was 3.12 and the mean score of post-tests was4.46 of 10. The p-value was .0002, this showed that the first hypothesis stating that the mean scores of the English writing skills of post-test receiving significant different from pre-test. This means the Peer Feedback Facebook

Approach had a significant effect on students' English writing skills. The student performed post-test significantly different from pre-test. It could be concluded that the post-test performed better than the pre-test.

Finding from Research Objective 2

The research finding of research questions number two is dependent samples t- test was employed to investigate the significant difference between pre-test and post-test of writing organization using appropriate words and tense. The findings were presented in the following table.

Table 4.2: The Effect of Peer feedback Facebook Approach on Writing Organization

Writing Organization	N	Mean Score	SD	t	Sig.
Pre-test	24	0.97	0.59	2.09	0.041
Post-test	24	1.38	0.64		

Results showed the writing organization score of pre-tests was 1.00 and the mean score of post-tests was 1.38 of 4. The p value was less than .05, this showed the hypothesis stating that the mean scores of the writing organization of post-test receiving significant different from pre-test. This means the Peer Feedback Facebook Approach had a significant effect on students' writing organization skill.

Table 4.3: The Effect of Peer Feedback Facebook Approach on Using Appropriate Words

Using Appropriate Words	N	Mean Score	SD	t	Sig.
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Pre	24	0.79	0.58	2.31	0.025
Post	24	1.21	0.66		

From the dependent samples t- testshowed the using appropriate words score of pre-tests was 0.79 and the mean score of post-tests was1.21 of 3. The p value was .025, this showed that the hypothesis stating that the mean scores of using appropriate words on post-test receiving significantly different from pre-test. This means the Peer Feedback Facebook Approachhad a significant effect on students’ using appropriate words skill.

Table 4.4: The Effect of Peer Feedback Facebook Approach on Using Appropriate Tense

Using	N	Mean Score	SD	t	Sig.
Appropriate Tense					
Pre	24	1.25	0.94	2.55	0.014
Post	24	1.88	0.71		

From the dependent samples t- test showed the using appropriate tense score of pre-tests was 1.25 and the mean score of post-tests was1.88 of 3. The p value was .014, this showed that the hypothesis stating that the mean scores of using appropriate tense on post-test receiving significant different from pre-test. This means the Peer Feedback Facebook Approach has a significant effect on students’ using an appropriate tense skill.

It was obvious that students’ post-test performed better than pre-test in every English writing skill by learning through Peer Feedback Facebook Approach, the students. In conclusion, this confirms that therewasan effect between Peer Feedback Facebook Approach and students’ English writing skills.

Finding from Research Objective 3

The research finding of research questions number three is the results from the interview were reported under 2 main headings which were shown below. The complete qualitative data analyses and further details of the research instruments eliciting the students' responses were illustrated in appendix E such as

- What are the problems of using Peer Feedback?

Some students said, *"It's hard to find errors for friends because I had poor English background, I had to check the correction from teachers"*.

- What are the problems of using Peer Feedback Facebook Approach?

And some of them said *"Teacher cannot help us face to face, it's quite difficult when we have a following question"*.

When asking the students how they felt about Peer Feedback Facebook Approach they received, most of the students liked and seemed to be satisfied with the Peer Feedback Facebook Approach. According to the interview, all the students highly agreed that Peer Feedback Facebook Approach was particularly useful for their writing improvement, and they gained advantages from this activity both as a writer and as a reader. The students obviously emphasized on the similar point that peers could indicate their mistakes and provided useful suggestions to improve their work. They gained more knowledge in grammar and vocabulary. Moreover, they state that Peer Feedback Facebook Approach encouraged student interactions that strengthen their relationships and taught them to accept other people's opinions. This inevitably helped them improve their writing. The negative attitudes toward Peer Feedback Facebook Approach were also found from the interview as well. One in the group said, *"it's hard to find errors or feedback to friends because I had poor English background"*. As a result, it quite takes

time for them to complete the task. Other students were saying, “Sometimes the feedback I received from peers were too much direct and it hurts my feelings.” All in all, the results provide evidence that students had quite similar positive attitudes although they received a different peer feedback.

This suggests that the students in Peer Feedback Facebook Approach groups accept the peer feedback as a particularly good and useful method to improve their Englishwriting skills. The interview also yielded the students’ perceptions of their own writing improvement. Results illustrated that all the students on the Peer Feedback Facebook Approach groups agreed that they were more confident in writing after taking peer feedback because of several interesting reasons. Students believed that their writing was improving for both fluency and accuracy as the semester progressed because they learned more in the course content and out of sources such as grammar books, from others’ friends’ mistakes, and from peers’ comments as well. Students reported that they were more confident when they received positive responses and compliments from friends.

Perceptions of the Students’ Writing Improvement

The interview also yielded the students’ perceptions of their own writing improvement. Results illustrated that everyone the students in Peer Feedback Facebook Approach organizations agreed that they had been more assured in writing after taking peer comments because of numerous interesting reasons. All students believed that their writing was enhancing for each fluency and accuracy as the semester stepped forward because they learned extra in the direction content material and out of assets which include grammar books, from others’ buddies’ mistakes, and from peers’ feedback as well. Some students mentioned that they have been more confident once they received a high-quality response and

praise from buddies. In addition, other students added that they were so proud that they may give remarks to higher skill pals. This made them greater confidence. The interview illustrated that Peer Feedback Facebook Approach helped them improve their paper in phrases of vocabulary followed by reading other pals paper helps them in terms of organization and find that studying other fiends' context assist produce a higher second draft.

I think Peer Feedback Facebook Approach is particularly useful to me because it helps me improve my paper, and I gain new knowledge such as errors that I have never known before, and my vocabulary expands too.

It could be concluded from the findings that the students inside the Peer Feedback Facebook Approach businesses perceived that their writing was enhancing as the time improved, so peer comments should be introduced to the EFL writing class without reluctance.

Conclusion of the Chapter

It was located that the students imply a rating of post-tests substantially higher than the implying score of pre-tests. The Peer Feedback Facebook Approach had a substantially different impact on the students' writing sub-competencies. The score of writing sub competencies at the three types (writing organization, using suitable phrases and tense) was better than first time. The attitudes closer to Peer Feedback Facebook Approach of the students. They had highly nice attitudes in maximum aspects explored.

CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter presents the discussions of the findings, pedagogical implications, recommendations, limitations of the study, conclusion, and suggestions for further research.

Discussions of the Findings

Results of the examiner showed that the Peer Feedback Facebook Approach tended to have a considerable impact on the students' Englishwriting skills. Regarding the characteristics of electronic feedback and traditional written feedback discussed in Chapter II, the electronic mode of communicate could increase the student-pupil interplay as well as promoting negotiation of meaning because the students should raise inquiries to ask for more causes and clarifications on the factors they will not understand. Besides, the students who were in the Peer Feedback Facebook Approach groups were substantially facilitated by means of computer features that permit them to compose, peer edit and effortlessly revise their writing via the reduce and paste function. It was genuinely showed that such benefits could not be applicable in conventional peer feedback. This could be supported by the findings of the interview.

When asked about the strengths and weaknesses of the Peer Feedback Facebook Approach they experienced, the students reported that the Facebook was convenient to write, give, and receive feedback without time and place restriction as mentioned in Chapter 2. Moreover, they could search for knowledge from the Internet for checking its correctness and search for information commenting on friends' papers as well. Moreover, most of them mentioned that the mode allowed them to write longer and it provided more detailed feedback as they would like to as the basic computer functions such as the cut and paste function were provided. However, most of them said that they might supply sincere remarks without the worry of making pals embarrassed or

developing bad emotions. Although all of the students agreed that they acquired sincere and frank remarks from their buddies in the subgroup, some students said that a few comments hurt their feelings, and they received extra negative comments as opposed to positive comments. One student stated that she felt bad every so often but customary it due to the fact what pals' feedback were right and beneficial.

One student added that the group should have excessive skill for discussion because low skill pretty believed what the excessive skill said without the use of vital thinking. For the moderate group, the most effective one female student stated she changed into greater careful to use politer words due to the fact she becomes worried about other pals' feelings. Moreover, one student stated that he felt that pals attempted to avoid giving direct remarks and saved their emotions by the usage of oblique words. The students in the Peer Feedback Facebook Approach group regarded not to have issues with Thai cultural traits. This conforms to the interview consequences that the students exceptionally agreed with Peer Feedback Facebook Approach.

Pedagogical Implications

Teaching Implications

1. The findings of this look at may be useful for a teacher in writing instructions to feature Facebook peer feedback activities in the textbooks or supplementary as alternative activities or duties for instructors and students.

2. Writing teachers can alternatively apply some varieties of peer remarks which might be most suitable to their teaching contexts and students' traits into their classes, so it can help teachers to train undergraduate composition publications more successfully and enthusiastically.

3. The findings of the study would offer a few ranges of awareness for educators, path developers, and teachers whether to undertake the teaching into their teaching and gaining knowledge of the environment.

4. Teachers should provide collaborative learning environment, trust and warmth, and the objectives of peer feedback should be clearly indicated and explained.

Learning Implications

1. The findings can assist educators and writing instructors to recognize how electronic comments can influence L2 writing and advise methods to contain these writing surroundings as an opportunity chance for students and teachers to interact with each in and outside the school room into their writing programs.

2. As a result, teacher-student conferences and grammar instruction should be implemented to make them more confident.

3. The findings of this study may be useful not only for RajprachaSamasaiPhaimatayomRachadabhisek School but also for other institutes and universities as properly to decide the mixing of technology and peer remarks session within the curriculum.

Recommendations

Based on the first research question about Peer Feedback Facebook Approach have a significant effect on the students' Englishwriting skills, it will be recommended that if possible, teachers should find an opportunity to implement technology into their writing class due to some advantages of technology that could facilitate the writing process. It can promote students-students interaction and provide an unlimited place and

time to contact each other. However, they should be aware of the students' needs and preferences and computer literacy as well.

According to the second research question show that Peer Feedback Facebook Approach will have a significant effect on the students' Englishwriting skills. Teachers should be aware of the students' skill whether they have sufficient knowledge to give feedback to other friends or not. To ensure students' skill to give useful feedback, teacher should pay more attention to the training period and conference with students who need help and guidance especially low proficiency learners. Moreover, teachers should clearly explain why peer feedback will be used in the class and identify the advantages students would receive because the students will be familiar with the traditional method or teacher feedback and dependent learners. It will be suggested that teachers should be well trained how to use Facebook group and they should gain computer and technology literacy before if they would like to implement the innovative use of peer feedback in a writing class.

For students, they should find a more opportunity to write and had more critical thinking on comments received from their friends should be used in their writing or not. Students should give honest feedback to their friends' writing to gain ultimate benefits from their peer feedback rather than group harmony. Low proficiency students should change their attitudes which discourage their skill and self-esteem or confidence. It will be recommended that material writers need to contain peer feedback activity and a friendly user manual for instructors whointerested in the use of as nicely as suggestions for the use of this technique each for the academics and the students who will not know this or who is unfamiliar with pupil-centered approach. Peer remarks guidelines, and self or peer assessment must be incorporated inside the path book as well to promote important thinking and assessment which bring about self-development and lifetime learning. For the schooling administrators, training administrators need to support the combination of generation not handiest into

language lecture rooms however also in different classes. They must also use the generation as a medium of conversation to sell a student-student and teacher- pupil interaction. This may help them engage inside the direction content, and it tends to be convenient for both teachers and students. It is usually recommended that the provision of any facilities related to the computer and the Internet for the students must accept the number one concern. The infrastructures must support using many users at times each at the institute and at students' lodging to help students' get admission to into the Internet with a reasonable speed. As technology is a have to in globalization and the institute additionally emphasizes its importance, the training administrators have to provide laptop labs and deploy it in the school rooms as well to apply it as a medium of instruction.

Limitations of the Study

The sample of this study length was another feasible quandary of the study. Enough sample length with the reliability of 95% and errors now not greater than 5%, but the situation of this study at became 24. However, it is considered sufficient because the minimal of 23 individuals in step with the institution is recommended inside the experimental examine. The main hassle of this examine is that the teacher cannot help students face to face all through the treatment, however the ranges of consistency in providing trainer feedback on the students' second drafts had been maximally maintained. Therefore, the students gave and received peer comments on the first drafts, and they needed to revise them before submitting the second drafts. Note that the students' first drafts and closing drafts had been inside the number one situation for statistics series and analysis.

Conclusion

Purposes The main purposes of this study were to investigate the effects of Peer Feedback Facebook Approach and students' Englishwriting skills. The attitudes toward Peer Feedback Facebook Approach of the students experienced throughout the half-semester were also examined. The research design of this study was quasi-experimental research. The Independent variable was Peer Feedback Facebook Approach whileEnglish writing skills was served as a dependent variable. **Samples** The subjects were the population was 24 Thai grade 7 students at RajprachaSamasaiPhaimatayomRachadabhisek School in the second semester of academic year 2019. English language subject that this study would be implement. A convenient sampling technique was operated for subject selection. Research instruments, which were the English writing skills test and interview, were used to collect the data in the present study. Both quantitative and qualitative data analyses had a role to play in this study to attain the three research objectives. Based on the quantitative data analysis, a dependent samples t- test was operated to test the hypotheses of research question one and two. Regarding the qualitative data analysis, it was used to analyze the data from open-ended part of the interview for answering the third research question. The results could be summarized as follows:

Dependent samples t- test, the results showed the mean score of the post-test was significantly higher than the mean score of pre-test that means Peer Feedback Facebook Approach had a significant effect on the students' Englishwriting skills ($p<.05$). To meet second research objective which was to investigate the effects of Peer Feedback Facebook Approach on the students' English writing skills (writing organization, using appropriate words and tense), thedependent samples t- test was operated and it was found that the Peer Feedback Facebook Approach had a significant effect on the students' skills ($p<.05$). The attitudes towards peer feedback of the

experimental groups were the same that they had highly positive attitudes in most aspects explored. Results from the interview revealed that the students seemed to be satisfied with the Peer Feedback Facebook Approach they experienced regardless of their English writing proficiency levels.

Suggestion for Further Research

The similar research must be in caution in terms of generalization. Moreover, it will similarly explore whether the study will yield the identical consequences if the observe will be finished with the subjects in different settings consisting of public universities or the topics in different instructional levels such as graduate students will be studied. Other essential factors that will affect the effects of the examiner along with gender, age, gaining knowledge of styles, getting to know strategies, generation apprehension, computer literacy, and group integrity should be taken into consideration. Qualitative research on how the students respond to the peer comments they receive, and to what quantity the peer feedback from traditional mode and era mode will be carried out in their essays. Since the present study mainly focuses on the students' Englishwriting skills, if possible further research should study the quality of peer comments during the writing process as well in order to gain more insights how the students respond to each other which the results would ensure the success of peer feedback in L2 writing classroom. As this research focuses on peer feedback, it will be suggested that other researchers will compare the effects of peer feedback such as E-mail with a traditional mode in order to confirm whether which type of peer feedback will be more effective and appropriate to implement in the EFL classroom.

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Appendices

Appendix A

Peer Feedback Training

The purpose of the training was to improve the quality of the comments the students had to respond to other peers' papers in the Peer Feedback activity in order to ensure that they were able to give feedback to their peers effectively, and they know how to use those comments to their work successfully. It was necessary knowing responding to writing was not a skill with which most students had extensive experience, especially EFL students. Moreover, it was unrealistic to assume that they would be able to effectively read and respond to someone else's writing effectively. Therefore, it appears reasonable to believe that the students need to be given the opportunity to learn. Furthermore, a number of prior studies found out that some students query about their friends' language skills to provide them the correct and appropriate feedback, so this causes them to prefer more teacher feedback instead. However, this does not mean that the use of Peer Feedback was not worth introducing in the EFL writing classroom. It was important and necessary to appropriately prepare the students to participate in the Peer Feedback activity as many researchers suggested. Evidently, the success of Peer Feedback training was guaranteed by the positive effects on students' cumulative writing development, and students' skills to provide significantly more and significantly better comments on each other's writing. As a result, Peer Feedback training should unavoidably be undertaken at the beginning of the experiment. The training program applied in this study was based on the recommendations in the peer response literature.

More recently, the research has proposed four training steps for Peer Feedback training, showed in the following table, which derives from the synthesizing and integrating the previous research in the field. Interestingly enough, the findings illustrated that the students benefited from the training in various ways, for example they were able to produce

more relevant and specific comments on global issues, their revision skill was improved, and their confidence was increased. The justification of applying the four-step Peer Feedback training was since the training was done in the EFL context- Taiwan. Moreover, the subjects of this training. The subjects of the proposed research share some common characteristics which were second year students with intermediate English proficiency. In this study, the training was provided twice in weeks 2 and 3 or 3 hours/ time by applying the Four Training Steps for Peer Feedback Training illustrated below and using Guidance sheet for Peer Revision Training. Moreover, some aspects of Berg's suggestions for preparing students to participate in peer response would be applied in the training as well.

Guidance Sheet for Peer Feedback Training

1. Read the first sentence. Was it the topic sentence? What was the controlling idea? Circle them. Was the topic sentence a statement of opinion, intent, a combination of both, and just simple fact? If it was a statement of fact, help the writer rewrite it so that it becomes a real topic sentence (i.e., a statement of opinion, intent, or a combination of both).

2. After reading the topic sentence, what do you expect to read in the following sentences?

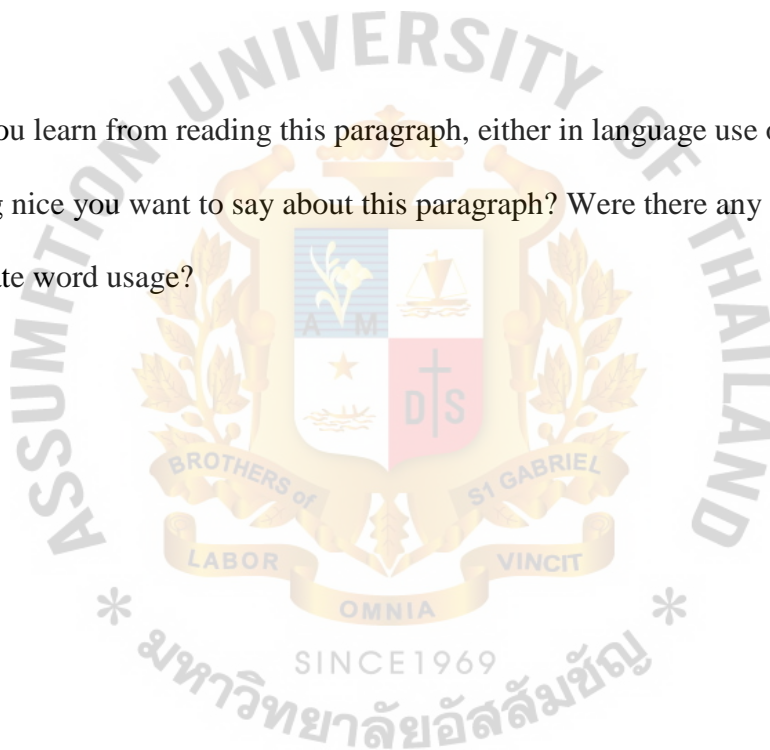
3. Go back to the bridge (second sentence). Now read the following two or three sentences.

Does the writer write according to your expectation(s)? If not, what does the writer write instead? Do you think that writer was digressing? Does the author choose a word that was not the controlling idea to develop? Does the author talk about an idea more general than or in contrast to the controlling idea? If none of these applies, reread the topic sentence to make sure that you understand the writer's intention.

4. Read the examples. How many examples were there? Were they well balanced (in terms of sentence length and depth of discussion)? Were they relevant to the controlling idea in the topic sentence? If not, explain to the writer why they were irrelevant. Also work with the writer to delete some of the redundant sentences or think of more things to talk about if the examples were too general.

5. Read the last few sentences in the paragraph. Was there a restatement at the end of the paragraph? If not, work with the writer on a concluding sentence.

6. What did you learn from reading this paragraph, either in language use or content? Was there anything nice you want to say about this paragraph? Were there any grammatical errors or inappropriate word usage?



Appendix B

The Development of Peer Feedback Guidelines

The main purpose of the guideline was to help structure Peer Feedback activities by providing guidance on what the students should look for as they read and what relevant issues, they should focus their attention while they were responding to other friends’ papers. Generally, the guideline could be more or less specific, and they may focus on contents and/or language structures depending on students’ levels of proficiency in the writing process and the particular features that the course aims to stress.

Score rubric analysis

Read your friends’ paper carefully again and edit your friends’ paper by using the editing score rubric provided below. Find some errors in the following aspects (conforming to the lesson’s objectives or what you had studied in the class) and make suggestions for correction. Make sure that you were confident on those errors identification and the guidance given to your friends.

Writing skill	Description	Score (Yes/No)
1. Writing organization	1. Does the paragraph begin with a topic sentence?	
	2. Is the sentence order reasonable?	
	3. Is time-order transition signals used in a paragraph?	
	4. Is the whole context easily to read and understand?	

Writing skill	Description	Score (Yes/No)
2.Using appropriate words	5.Are the meaning of vocabularies meaningful?	
	6. Are the spelling of vocabularies correct?	
	7. Do the vocabularies change by the tense?	
3.Using appropriate tense	8.Is there a period at the end of all the sentences?	
	9. Is there at least one subject and one verb in every sentence?	
	10.Is the tenserelated with the situation?	

Appendix C

Development of English Writing Achievement Test

This achievement test (Criterion-Referenced Test) was constructed by the researcher and developed for the grade 7 students, in academic year 2019. The objective of the course was to enhance the students' writing skills in a variety of paragraph types such as narration, description, process, cause and effects, and the like. Moreover, the course also focuses on the selection of appropriate words/vocabulary for specific contexts and logical/chronological order, writing sentences of various structures as well as writing process. The class meets for one hour once a week over 8 weeks, during the class time the instruction focuses on process writing such as brainstorming, writing drafts and editing by using Peer Feedback techniques. Both fluency and accuracy were paid equally attention. After the completion of this course, the students must be able to write outlines, sentences and paragraphs on subjects of general interest and understand and execute the writing process. The results of the achievement test were used to assess the students' achievement in writing followed by the experiment, and it plays a role as summative test for classroom-level decision. The test difficulty and content conform to the main instructional materials. The test was composed of three parts: correction, completion, and paragraph writing sections. The test was distributed at the end of the course.

Moreover, the specific components of writing achievement in this course and experiment were included in the construct definition as follows:

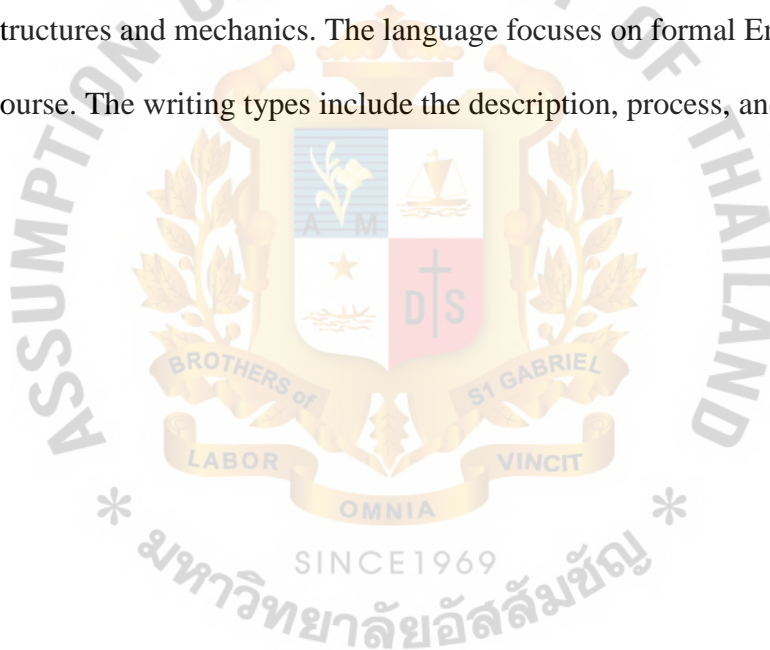
1. Grammatical forms: This part aims to assess test takers' skills to recognize grammatical structures in standard written English learned in the course listed below:

1. Tense
2. Preposition
3. Pronoun
4. Capitalization

- 5. Adverb
- 6. Adjective
- 7. Word order

2. Basic sentence structures: • Simple sentence • Compound sentence • Complex sentence

3. Paragraph writing: This measures the students' skills to write the standard three-part English paragraph, including the skills to organize, develop, generate the ideas, and giving evidence or examples to support their own thought by using appropriate vocabulary, well grammatical structures and mechanics. The language focuses on formal English with general academic discourse. The writing types include the description, process, and expressing opinions.



Appendix D

An Example of Pre-Test and Post Test

Write a well-organized paragraph on the topic “My family” Write approximately 50-100 words on the provided space.

The logo of Assumption University of Thailand is a circular emblem. At the center is a shield divided into four quadrants: top-left (blue with a white lily), top-right (white with a golden chalice), bottom-left (white with a golden star), and bottom-right (red with a white cross and the letters 'D/S'). The shield is flanked by two golden figures holding a banner that reads 'BROTHERS of LABOR OMNIA VINCIT'. Above the shield is a golden crown. The entire emblem is encircled by the text 'ASSUMPTION UNIVERSITY OF THAILAND' in a grey arc. Below this, the Thai name 'มหาวิทยาลัยอัสสัมชัญ' is written in a grey arc, flanked by two grey stars. At the bottom, the text 'SINCE 1969' is written in a grey arc.

Appendix E

Students' Attitudes Open-Ended Interview Form

1. Attitudes towards Peer Feedback Facebook Approach

- What are the students' attitudes toward Peer Feedback Facebook Approach experience?

I think Peer Feedback Facebook Approach is particularly useful to me because it helps me improve my paper, and I gain new knowledge such as errors that I have never known before, and my vocabulary expands too.

Peer Feedback Facebook Approach makes me enjoy writing and put more effort to write because I consider that there are other friends waiting to read my work.

I am more confident in writing in English comparing at the beginning of the course because I gain inconsiderable knowledge from peer feedback.

It motivates me to write and further study on the language in order to write appropriately and interestingly because others are interested in my work.

I think my writing is improving as I know my weaknesses were indicated by peers.

2. Attitudes toward the problems of using Peer Feedback Facebook Approach as a writer

- What are the problems of using Peer Feedback Facebook Approach on writing skills improving?(These 2 answers come from 5 students)

It is hard to find errors for friends because I had poor English background, I had to check the correction from teachers.

As a reader, I can seek knowledge or what point that I might not understand or not certain about immediately from the Internet while I am giving feedback to my peers.

Appendix F

Lesson Plan Week 1

Name: SatajwatPrasobdee

Class: Grade 7/

Subject: English

Topic:

Date:

Time:

Lesson Focus: Writing

Teaching Methodology: Peer Feedback method

Class Description	This was the class of grade 7/. In this class, there were 24 students. There were between 13-14 years old. The school follows Thai education curriculum. The class takes 60 minutes on They were separated into 2 main sections: 10 minutes for pre-activities and 40 minutes for activities
Context	How to give Peer Feedback
Objectives	Students would be able to give Peer Feedback appropriately.

Activities	Materials and	Interaction	Procedures	Time
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	Resources	Patterns		
Pre-activities	-	T-S	- Introduction all activities and from a group of 3.	10
Peer feedback training	<p>- check list and Topic</p> <p>- paper and pencil.</p> <p>- paper and pencil.</p>	<p>T-S</p> <p>S-S</p> <p>S-S</p>	<p>- Teacher gives students a check list and topic.</p> <p>Students write the essay from the topic.</p> <p>- Students consider the text and check organization, grammar and vocabulary of the text.</p>	40

Lesson Plan Week 2

Name: SatajwatPrasobdee

Class: Grade 7/

Subject: English

Topic:

Date:

Time:

Lesson Focus: Writing

Teaching Methodology: Peer Feedback method

Class Description	This was the class of grade 7/. In this class, there were 24 students. There were between 13-14 years old. The school follows Thai education curriculum. The class takes 60 minutes on a.m. They were separated into 4 main sections: 5 minutes for grouping, 20 minutes for brain storming, 15 minutes for Peer Feedback Facebook Approach and 15 minutes for re-writing.
Context	How to write an essay
Objectives	Students would be able to summarize and edit their essay by following Peer Feedback.

Activities	Materials and	Interaction	Procedures	Time
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	Resources	Patterns		
Grouping	Smart phone	S-S T-S	- Students from a group of 3 and join the Facebook group and get a topic that created by teacher.	5
Brain Storming	Smart phone	SS-SS	- Each group need to organize and summarize their ideas from the topic then write down the draft on FB group.	20
Peer Feedback Facebook Approach	Smart phone	S-SS	- students write suggestions to their friends in comment on the post	15
Re-writing	Smart phone	T-S	- students use the feedback to change, delete, add or retained their essay.	15

Name: SatajwatPrasobdee

Class: Grade 7/

Subject: English

Topic:

Date:

Time:

Lesson Focus: Writing

Teaching Methodology: Peer Feedback method

Class Description	This was the class of grade 7/. In this class, there were 24 students. There were between 13-14 years old. The school follows Thai education curriculum. The class takes 60 minutes on a.m. They were separated into 4 main sections: 5 minutes for grouping, 20 minutes for brain storming, 15 minutes for Peer Feedback Facebook Approach and 15 minutes for re-writing.
Context	How to write an essay
Objectives	Students would be able to summarize and edit their essay by following Peer Feedback.

Activities	Materials and Resources	Interaction Patterns	Procedures	Time

Grouping	Smart phone	S-S T-S	- Students from a group of 3 and join the Facebook group and get a topic that created by teacher.	5
Brain Storming	Smart phone	SS-SS	- Each group need to organize and summarize their ideas from the topic then write down the draft on FB group.	20
Peer Feedback Facebook Approach	Smart phone	S-SS	- students write suggestions to their friends in comment on the post	15
Re-writing	Smart phone	T-S	- students use the feedback to change, delete, add or retained their essay.	15

Lesson Plan Week 4

Name: SatajawatPrasobdee

Class: Grade 7/

Subject: English

Topic:

Date:

Time:

Lesson Focus: Writing

Teaching Methodology: Peer Feedback method

Class Description	This was the class of grade 7/. In this class, there were 24 students. There were between 13-14 years old. The school follows Thai education curriculum. The class takes 60 minutes on a.m. They were separated into 4 main sections: 5 minutes for grouping, 20 minutes for brain storming, 15 minutes for Peer Feedback Facebook Approach and 15 minutes for re-writing.
Context	How to write an essay
Objectives	Students would be able to summarize and edit their essay by following Peer Feedback.

Activities	Materials and Resources	Interaction Patterns	Procedures	Time

Grouping	Smart phone	S-S T-S	- Students from a group of 3 and join the Facebook group and get a topic that created by teacher.	5
Brain Storming	Smart phone	SS-SS	- Each group need to organize and summarize their ideas from the topic then write down the draft on FB group.	20
Peer Feedback Facebook Approach	Smart phone	S-SS	- students write suggestions to their friends in comment on the post	15
Re-writing	Smart phone	T-S	- students use the feedback to change, delete, add or retained their essay.	15

Lesson Plan Week 5

Name: SatajwatPrasobdee

Class: Grade 7/

Subject: English

Topic:

Date:

Time:

Lesson Focus: Writing

Teaching Methodology: Peer Feedback method

Class Description	This was the class of grade 7/. In this class, there were 24 students. There were between 13-14 years old. The school follows Thai education curriculum. The class takes 60 minutes on a.m. They were separated into 4 main sections: 5 minutes for grouping, 20 minutes for brain storming, 15 minutes for Peer Feedback Facebook Approach and 15 minutes for re-writing.
Context	How to write an essay
Objectives	Students would be able to summarize and edit their essay by following Peer Feedback.

Activities	Materials and Resources	Interaction Patterns	Procedures	Time
Grouping	Smart phone	S-S T-S	- Students from a group of 3 and	5

			join the Facebook group and get a topic that created by teacher.	
Brain Storming	Smart phone	SS-SS	- Each group need to organize and summarize their ideas from the topic then write down the draft on FB group.	20
Peer Feedback Facebook Approach	Smart phone	S-SS	- students write suggestions to their friends in comment on the post	15
Re-writing	Smart phone	T-S	- students use the feedback to change, delete, add or retained their essay.	15

Lesson Plan Week 6

Name: SatajwatPrasobdee

Class: Grade 7/

Subject: English

Topic:

Date:

Time:

Lesson Focus: Writing

Teaching Methodology: Peer Feedback method

Class Description	This was the class of grade 7/. In this class, there were 24 students. There were between 13-14 years old. The school follows Thai education curriculum. The class takes 60 minutes on a.m. They were separated into 4 main sections: 5 minutes for grouping, 20 minutes for brain storming, 15 minutes for Peer Feedback Facebook Approach and 15 minutes for re-writing.
Context	How to write an essay
Objectives	Students would be able to summarize and edit their essay by following Peer Feedback.

Activities	Materials and Resources	Interaction Patterns	Procedures	Time
Grouping	Smart phone	S-S T-S	- Students from a group of 3 and join the	5

			Facebook group and get a topic that created by teacher.	
Brain Storming	Smart phone	SS-SS	- Each group need to organize and summarize their ideas from the topic then write down the draft on FB group.	20
Peer Feedback Facebook Approach	Smart phone	S-SS	- students write suggestions to their friends in comment on the post	15
Re-writing	Smart phone	T-S	- students use the feedback to change, delete, add or retained their essay.	15

Lesson Plan Week 7

Name: SatajwatPrasobdee

Class: Grade 7/

Subject: English

Topic:

Date:

Time:

Lesson Focus: Writing

Teaching Methodology: Peer Feedback method

Class Description	This was the class of grade 7/. In this class, there were 24 students. There were between 13-14 years old. The school follows Thai education curriculum. The class takes 60 minutes on a.m. They were separated into 4 main sections: 5 minutes for grouping, 20 minutes for brain storming, 15 minutes for Peer Feedback Facebook Approach and 15 minutes for re-writing.
Context	How to write an essay
Objectives	Students would be able to summarize and edit their essay by following Peer Feedback.

Activities	Materials and Resources	Interaction Patterns	Procedures	Time
Grouping	Smart phone	S-S T-S	- Students from a group of 3 and join the Facebook group	5

			and get a topic that created by teacher.	
Brain Storming	Smart phone	SS-SS	- Each group need to organize and summarize their ideas from the topic then write down the draft on FB group.	20
Peer Feedback Facebook Approach	Smart phone	S-SS	- students write suggestions to their friends in comment on the post	15
Re-writing	Smart phone	T-S	- students use the feedback to change, delete, add or retained their essay.	15

Lesson Plan Week 8

Name: SatajwatPrasobdee

Class: Grade 7/

Subject: English

Topic: Post Test

Date:

Time:

Lesson Focus: Writing

Teaching Methodology: -

Class Description	This was the class of grade 7/. In this class, there were 24 students. There were between 13-14 years old. The school follows Thai education curriculum. The class takes 60 minutes on They were separated into 2 main sections: 10 minutes for pre-activities and 40 minutes for activities
Context	Post test
Objectives	Students would be able to write the essay from a topic.

Activities	Materials and Resources	Interaction Patterns	Procedures	Time
Pre activities	- test paper	T-S	- teachers introduce how to do the test and give student a	10

			test paper	
Activities	- test paper and pen	SS-SS	- students do the test and give back to teacher	40



Appendix G

The Result of Pre-Test and Post-Test

No.	Pre-test	Post-test
1	My family has 5 person including	My family has 5 people including

	me. There are 1 older sisters and 1 younger brother They make me happy every time with my family. I love my family very much	me. There are 1 older sister and 1 younger brother They make me happy every time with my family. I love my family very much.
2	There are four people in my family. My mother and father, me and younger brother. I want a older brother, not younger brother.	There are four people in my family. My mother and father, me, and younger brother. I want an older brother, not younger brother.
3	My name is manissaraPrommit. My family have 3 people. our family like to read books.	My name is manissaraPrommit. My family has 3people.our family like to read books.
4	My family is a very lovely family. My family is the warmest family My father and mother took good care of me My family has 4 people including me.	My family is a very lovely family. it is the warmest family. My father and mother took good care of me My family has 4 people including me.
5	I was living my father,mother and brother. Our family is small but I happy. I loves my family.	I was living with my father,mother and brother. Our family is small but I happy. I love my family.
6	My family has 4 people. In my family people are mother father brother and me. I love my family my happiness	My family has 4 people. In my family people is mother father brother and me. I love my family.
No.	Pre-test	Post-test
7	I am an only child. I don't have any brothers or sisters. Sometimes I wish had an older brother I could play games with.	I am an only child. I do not have any brothers or sisters. Sometimes I wish to have an older brother who I could play

		games with.
8	I living with father,mother.I love my family. My family has 4 people. Our family are very rich.	I am living with father,mother.I love my family. My family has 4 people. Our family are rich.
9	My mother she's so pretty, my father he's so handsome and my brother he's so cool, stupid and very skinny.	My family has 4 people. Our family are rich. My mother she is very cute, my father he's so handsome and my brother he so lit, stupid and very skinny.
10	My family are very comfortable, happy, has normal status does not like to sleep on other people.	My family is comfortable, happy, has normal status, does not like to sleep on other people.
11	There are 4 people in my family. There are father mother elder and me. happily together.	There are 4 people in my family There are father mother elder and me happily together
12	My family has 7 people including me. There love me so much. My family so happy with there life and happy too	My family has 7 people including me. They love me so much. My family so happy with their life and happy too.
13	I love my family so much. I had 8 people in my family.My name is ying.	I love my family so much. I had 8 people in my family. My name is ying.
14	My sister's name is Wanida. She is 15 years old. She goes to a girls' school and I like to play fun, but when have a job, I am serious and I attend the school for a second with my sister.	My sister's name is Wanida. She is 15 years old. She goes to a girls' school and I like to play fun, but when having a job, I am serious, and I attend the school for a second with my sister.
No.	Pre-test	Post-test
15	There are five people in my family. My mother,father, two sisters and myself .One older sister is older than me and another younger	There are five people in my family. My mother, father, two sisters and myself. One older sister is older than me and

		another younger.
16	There are 4 people in my family. There are father mother elder and me. happily together.	There are 4 people in my family. There is father mother elder and me. happily, together.
17	my family have mother father and brother and I also hasgrandmather grandfather and grandma.	my family have mother father and brother and I also havegrandmother grandfather and grandma.
18	I live with my Mother,Father, Aunt,2 Uncle,Grandfater,Grandmother,My brother. And I have a dog.They're very kind and they're important for me.	I live with my Mother, Father, Aunt,2 Uncle, Grandfather,Grandmother,My brother. And I have a dog. They arekind and they're important for me.
19	my family people is mother father brother and me. I love my family my happiness.	My family people are mother father brother and me. I love my family my happiness.
20	My family has 4 people My father,mother,brother and me. Our family is small but happy and I love my family. My family have 4 people.	My family has 4 people My father,mother, brother, and me. Our family is small but happy and I love my family. My family has 4 people.
21	My family has 5 person. I usually play with my sister. I help mom cook I live life happy and I love family so much.	My family has 5 people. I usually play with my sister. I help mom cook. I live life happy and I love family so much.
No.	Pre-test	Post-test
22	There are 5 people in my family. I don't have sister but I have brother. I love my family	There are 5 people in my family. I do not have sister, but I have brother. and I love my family.
23	I was living my father,mother and	I was living my father, mother,

	brother. Our family is small but I happy. I love my family. My family has 4 people.	and brother. Our family is small but I happy. I love my family. My family has 4 people.
24	my family have mother father and brother and I also hasgrandmather grandfather and grandma. I love my family so much.	My family have mother father and brother and I also havegrandmother grandfather and grandma. I love my family so much.



Appendix H

The Student’s Score

1. The score of pre-tests

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No.	Writing Organization	Using Appropriate Words	Using Appropriate Tense	Total
1	1	1	2	4
2	2	1	2	5
3	1	1	0	2
4	1	1	1	3
5	1	1	2	4
6	1	1	0	2
7	0	1	1	2
8	1	0	3	4
9	0	0	1	2
10	1	1	1	3
11	0	1	1	2
12	2	1	0	4
13	1	2	1	4
14	1	0	2	3
15	1	0	1	2
16	1	1	0	2
17	1	1	2	4
18	2	0	0	2
No.	Writing Organization	Using Appropriate Words	Using Appropriate Tense	Total
19	0	0	3	3

20	1	0	1	2
21	1	1	2	4
22	1	2	2	5
23	1	1	2	4
24	2	1	0	3

2. The score of post-tests

No.	Writing Organization	Using Appropriate Words	Using Appropriate Tense	Total
1	2	1	2	5
2	1	0	1	2
3	2	2	1	5
4	0	1	2	3
5	1	1	1	3
6	0	1	2	3
7	1	2	2	5
8	2	2	3	7
9	1	1	2	4
10	2	2	3	7
No.	Writing Organization	Using Appropriate Words	Using Appropriate Tense	Total
11	2	1	1	4

12	2	1	2	5
13	1	1	1	3
14	2	1	3	6
15	1	2	2	5
16	2	1	1	4
17	1	1	3	5
18	2	0	1	3
19	1	2	2	5
20	2	2	2	6
21	1	1	2	4
22	2	0	3	5
23	1	1	1	3
24	1	2	2	5



