

## 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

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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 formis 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 rolesmention that feedback roles are facilitate their English writing skills. The findings may be useful for fabric writers in writing instructions to feature