# Peer Feedback Facebook Approach on English Writing Skills of Grade 7 Students, Samutprakarn

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## Abstract

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 writing skills on 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 were picked with simple sampling from 450 students in grade 7 at Rajpracha Samasai Rachadabhisek School, Samutprakarn Province, Thailand. A quasi-experimental type is employed. In the first week, twenty-four students were trained on peer feedback roles, as both feedback contributors and feedback receivers on three topics of writing skills; writing organization, how to use appropriate vocabulary and correct tenses. Writing assignments on similar writing skills were assigned from the second week to the seventh week consecutively. In the eighth week, the post-tests were given to everyone. The students' attitude interview form was used to check their attitude. The findings were; 1) peer feedback roles had significant difference in writing 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 mentioned that feedback roles facilitated their writing skills. The findings may be useful for fabric writers in writing instructions to feature Facebook peer feedback activities in the textbooks or supplementary materials as alternative activities or duties for instructors and students.

**Keywords:** Peer Feedback Facebook Approach: PFFA, Kim's Model, Facebook, Grade 7 students, Internet language, Writing skills

## Introduction

English used in the Thai context is considered as a foreign language and not normally used as a medium of instruction. Moreover, it is only used in certain activities, such as in English classes, because English has become a subject offered by schools. Students must be able to master four skills, listening, speaking, reading, and one of the aims of teaching English was to develop the writing skills because it is one of the language skills that Thai students have had problems with (Taqi, 2015). Peer Feedback became popular and used by young students more and more. Motivation and sense of connecting are the two factors that made Faggosa (2015) suggest to use Facebook with standard English, as an alternative for developing students' written skills.

Facebook is one of the most popular social media websites where people may want to share statistics and photos. Students should collaborate with friends in project-based 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, by assessing language on online platform, Facebook could be defined as 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 complete community but for some particular groups. (Sulisworo, 2016). Most inexperienced persons could understand the meaning of internet languages by studying messages or Facebook. Because of this reason, many people use abbreviations in texting, immediate messaging, and social networking websites. One of the learner variables that should be taken into consideration in language teaching is the skills level of students because a teaching approach could not be the same for everyone (Ekoc, 2014). One way to increase the students' writing skills and overcome teaching and learning context confinements was to shift the teacher-centered approach to student-centered perspective in which Peer Feedback pedagogy has a major role to play in the writing instructions on Facebook group.

Peer Feedback has been used as a teaching tool to enhance students' nice attitudes in the direction of and motivation (Faggosa, 2015). Therefore, it was interesting to study how Peer Feedback Facebook Approach used in the research helped improve writing skills of Thai grade 7 students. Writing was a language skill that most of Thai students had problems with. Though they had taken 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 has become a contemporary social networking site among Thai users due to its information feed, like, pages and groups. For example, a study showed that many students from a middle-class background determined that news displays on Facebook were 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 of 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' led 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 got confronted in their learning and it helped them develop learner autonomy.

## Conceptual Framework

This research study was based on Peer feedback (Hussain, 2015) and other research studies conducted by Kim's model (Kim, 2005) and study of Facebook to study the effects of Peer Feedback Facebook Approach on English writing. This study aims to find positive results facilitating Thai secondary school students' writing skill by using Peer feedback approach. Feedback became 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 lengthy been appeared as essential for the improvement of 2d language (L2) writing talents as a valuable part of any language courses. It could guide minimum or deep studying (Bani-Hani, 2014). Feedback transformed into all post- reaction data that turned into furnished facts for a learner to inform the lecturer on his or her actual country of learning or performance (Hussain, 2015). And peer feedback was one of the key elements facing teachers teaching 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 terms and the newest Peer Feedback model is Kim's model (Kim, 2005). It could not be used for only traditional Peer Feedback but it is also adapted to electronic study, such as mobile or computer learning. In mobile learning, students could learn across both space and time, moving from topic to topic (Sulisworo, 2016). There is

Kim's model that this study used for conducting the experiment. It has 5 stages which are Preparation, Conducting, Receiving Peer Feedback, Reviewing and Revising.

### Stage 1 Preparation

The first stage for learners in formative purpose peer assessment was to consider the objectives and purposes of the assessment tasks which need to go along with the course itself. In the process of planning, students would not be assigned roles (Peer Feedback giver and Peer Feedback receiver), but they would set their assessment goals which were based on identified objectives of the assessment. Later, they had to organize their ideas to reach for the goals

### Stage 2 Conducting (assessing peer's work)

Providing an opportunity for students to view and criticize peer's work, techniques, ideas, and skills was 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 criticizing or evaluating their own work (self-assessment).

### Stage 3 Receiving Peer Feedback

After a peer group discussion, the writing 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.

### Stage 4 Reviewing

After the students finished an assessment task, students (Assessors) would be encouraged to reflect on their own approaches to the assessment task. At the same time, peer assessment would provide the students (Assessee) appreciation of why and how grades were awarded. The reviewing stage focuses on self-assessment through reflection.

### Stage 5 Revising

After the reviewing stage, Kim (2012) added that it was necessary for every student to be put in the stage of "revising" on their writing to recognize what should be improved in their work. Revision helps learners make changes to their writing, and importantly it was an emphasis on adjusting learning strategies goals based on feedback. Figure 2.3 shows the general process of Peer Feedback without "revising" which Kim (2012) concluded from many researchers.

A key point in mobile learning theory was that it was the learner that was mobile, not the technology (Sulisworo, 2016). Social Constructivism believed that cognitive functions originate and must be explained as products of social interactions (Vygotsky, 1978). Learning was facilitated by parents, peers, teachers, and others around them in the community. Students learned cooperatively and collaboratively from each other in a group, so knowledge was not simply constructed but co-constructed.

## Research Methodology

The research design of this study was a quasi-experimental type in order to study the effects of Peer Feedback Facebook Approach in 8 weeks. It also investigated the students' attitudes toward the Peer Feedback Facebook Approach. The location was at Rajpracha Samasai Phaimatayom Rachadabhisek School and the participants were the grade 7 students in the school. Details of research samples, data collection procedures, and analysis were explained as follows.

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 an explanatory quasi-experimental research design. The use of quasi-experimental design has been increasing in many applied linguistics. It could provide a depth and breadth

of information more 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 was quite important for instructors to train students for a hit peer review strategy and to construct opportunities for powerful peer interactions in the 1st week. In this study, the students had been trained to offer good great comments on their friends' paper in the 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 did the pre-test, and then, it was compared to the post-test in phrase three. In phase two, Peer Feedback Facebook Approach was applied. The students had to write in-class essays from the 2nd week to the 7th week. To ensure that the students seriously put their effort and did their best in providing feedback, an essay was uploaded from the Facebook group and phase three was post-test. In this phrase, the learners were encouraged to do the post-test on the 8th week and they also answered the questionnaire which consisted of open-ended questions about attitude of Peer Feedback Facebook Approach.

*Research Sample*

The population was 450 Thai grade 7 students at Rajpracha Samasai Phaimatayom Rachadabhisek School in the second semester of academic year 2019. English language subject was chosen to be implemented. Purposive sampling technique was used in this study. The subject selection was from 10 classes of Thai grade 7 students at Rajpracha Samasai Phaimatayom Rachadabhisek School into one class. The students were from 450 to 24 people and their age range were 12-14. There were 12 males and 12 females.

*Data Collection Procedures*

In the primary section, in the first week, the students had been informed about 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  in how 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 had not had it yet. Moreover, instructor-students conferences had been arranged out of class time for 2 times. Each consultation took 50 minutes according to sessions in order to make sure that the students could employ peer comments and ideas effectively. From the 2nd week to the 7th week, the students would get into Peer Feedback Facebook Approach. It has four steps, grouping, brain storming, feedback on Facebook, and re-writing.  In the step one, in grouping segment became enticing students and facilitates them to form a group of three and join the Facebook institution that was created by the instructor. They must expand pre-drafting skills. Experienced writers had their personal methods, but inexperienced writers needed 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 wanted to develop the skill of the use of their personal insights and studies (and those of others) as writing materials. In the grouping stage, students wanted to set up their motives, audience, and writing shape, as it should be making 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 was 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).

In the step two, brain storming enables agencies of students' approach, which means from the content given via the teacher, every student should submit their own draft afterwards 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 wanted 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 chronological arrangement of thoughts, inductive and deductive. Alternatively, students might want to highlight text building to prepare their main thoughts and assisting details.

In the step three, during Feedback on Facebook phase, after writers produced a first draft, students had to put their attention to the development in their friends' writing. The mechanics were secondary to the ideas. At this point, students should write down what they need to signify in the comment to enhance the draft of their group members. 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 develop each of their drafts towards the very last version. The drafting wishes to focus on tense, phrases and writing employer. The activities in this stage could 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.

In the step four, the reflection on Facebook stage involved main interest which changed into rewriting. Rewriting brings a piece to completion. It was a complicated system of identifying what inexperienced persons ought to change, delet, add, or retain via the comments that come from the group members. It turned into the overall submit-writing method which involved enhancing (revising for thoughts and shape) and proofreading (revising for sentence structure, spelling, punctuation, and capitalization). Teachers needed to deliver students the language to discuss, enhancing and proofreading as an addition to the techniques to reshape and polish their writing. Rewriting techniques required time and practice; therefore, they had been pleasant added a few at a time. Different strategies were 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 dispatched their venture to their pals in the identical subgroups. In this way, each student was 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 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 the eighth week, 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 Procedures

To answer the research questions, one-way dependent sample (t- test) would be used to analyze mean score by using rubric scoring (appendix B) to compare the score of pre and post achievement test (appendix D) and to see the significant difference from the test (p=.05). The results were illustrated in Table 1.

Table 1

*The Mean Scores of Students' Pre-test and Post-test by Students' English Writing Skill*

| Writing 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 |

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

To answer the third research question, which is to interview the students' attitudes toward the Facebook peer feedback approach they experience, the interview method was 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 experienced 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. Moreover, these data had a role to play in supporting the quantitative results of research questions one and two.

## Findings

This section presented the results of the study in accordance with the 3 research questions. The first two research questions reported the results from the writing skills test concerning the effect of peer feedback on the students' skills. One-way dependent (t- test) was employed.

*4.1 A Comparison of Pre-Test and Post-Test on The Students' Writing Skills*

To answer research questions number one, a one-way dependent (t-test) was employed to investigate the significant difference between mean score of the pre-test and the post-test. The findings were presented in the following table.

Table 2

*A Comparison of Pre-test and Post-test on the Students' Writing Skills*

| Writing skills Test | N | Mean score | SD | T | Sig. |
| --- | --- | --- | --- | --- | --- |
| Pre | 24 | 3.12 | 1.03 | 3.89 | 0.002 |
| Post | 24 | 4.46 | 1.31 | | |

Results from the one-way dependent (t-test) showed the mean score of the pre-tests was 3.12 and the mean score of the post-tests was 4.46 of 10. The p value was .0.002. This showed that the first hypothesis stating that the mean scores of the writing skills of the post-test were significantly different from the pre-test. This meant the Peer Feedback Facebook Approach had a significant effect on students' writing skills. The students performed the post-test significantly different from the pre-test. It could be concluded that the post-test performed better than the pre-test.

*4.2 The Effects of Peer Feedback Facebook Approach on Writing Skills*

To answer the second research question, a one-way dependent (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 3

*The Effect of Peer Feedback Facebook Approach on Writing Organization*

| Writing organization | N | Mean score | SD | T | Sig. |
| --- | --- | --- | --- | --- | --- |
| Pre | 24 | 0.97 | 0.59 | 2.09 | 0.041 |
| Post | 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 the post-test was significantly different from the pre-test. This meant the Peer Feedback Facebook Approach had a significant effect on students' writing organization skill.

Table 4

*The Effects of Peer Feedback Facebook Approach on Using Appropriate Words*

| Using appropriate words | N | Mean score | SD | T | Sig. |
|---|---|---|---|---|---|
| Pre | 24 | 0.79 | 0.58 | 2.31 | 0.025 |
| Post | 24 | 1.21 | 0.66 | | |

The one-way dependent (t-test) showed that the score for using appropriate words in the pre-tests was 0.79 and the mean score of the post-tests was 1.21 of 3. The p value was .025. This showed that the hypothesis stating that the mean scores of using appropriate words on the post-test was significantly different from the pre-test. This means the Peer Feedback Facebook Approach had a significant effect on students' skills in using appropriate words.

Table 5

*The Effects of Peer Feedback Facebook Approach on Using Appropriate Tense*

| Using appropriate tense | N | Mean score | SD | T | Sig. |
|---|---|---|---|---|---|
| Pre | 24 | 1.25 | 0.94 | 2.55 | 0.014 |
| Post | 24 | 1.88 | 0.71 | | |

The one-way dependent (t-test) showed the score of using appropriate tense in the pre-tests was 1.25 and the mean score of the post-tests was 1.88 of 3. The p value was .014. This showed that the hypothesis stating that the mean scores of using appropriate tense on the post-test was significantly different from the pre-test. This meant the Peer Feedback Facebook Approach had a significant effect on students' skills in using appropriate tense.

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

*4.3 The Attitude of Peer Feedback Facebook Approach*

When asking the students how they felt about Facebook peer feedback they received, most of the students liked it and seemed to be satisfied with the Peer Feedback Facebook Approach. According to the interview, all the students highly agreed on it. The research finding of the third research question was the results from the interview 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".

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 stated that Peer Feedback Facebook Approach encouraged student interactions that strengthened their relationships and taught them to accept other people' 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 takes quite some time for them to complete the task. Other students said, "Sometimes the feedback I received from peers were too much direct and it hurts my feelings." All in all, the results provided evidence that students had quite similar positive attitudes although they received a different peer feedback.

This suggested that the students in Peer Feedback Facebook Approach groups accepted the peer feedback as a particularly good and useful method to improve their writing skill. 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. The students believed that their writing was improving in 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 other friends' mistakes, and from peers' comments as well. The students reported that they were more confident when they received positive response and compliments from friends.

## Discussion and Conclusion

Results of the examiner showed that the Peer Feedback Facebook Approach tended to have a considerable impact on the students' writing skills. With regard to the characteristics of electronic feedback and traditional written feedback discussed in section two, the electronic mode of communique 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 permitted them to compose, peer edit and effortlessly revise their writing via the cut and paste function. It 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 Facebook was convenient to write, give, and receive feedback without time and place restriction as mentioned in the section two. Moreover, they could search knowledge from the Internet for checking its correctness and search information for 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 and 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 friends embarrassed or developing bad emotions. Although all of the students agreed that they acquired sincere and frank remarks from their peers in the subgroups, 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 so often even if peers' feedback was 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, one female student stated that she was more careful in using polite words

due to the fact that she became worried about other friends' feelings. Moreover, one student stated that he felt that friends attempted to avoid giving direct remarks and saved their emotions by the usage of oblique words. This conformed to the interview consequences that the students exceptionally agreed with Peer Feedback Facebook Approach.

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