

# Effect of Online Peer Feedback with Skype on EFL Learners' Writing Skill in Vo Minh Duc High School

VO TRUONG GIANG

Binh Duong 2022

## STATEMENT OF AUTHORSHIP

Title of paper: EFFECT OF ONLINE PEER FEEDBACK WITH SKYPE ON EFL LEARNERS' WRITING SKILL IN VO MINH DUC HIGHSCHOOL

I hereby confirm that I am the sole author of the paper presented.

Where the work of others has been consulted, this is duly acknowledged in the paper's bibliography. I have also not consulted any other unnamed online sources. All verbatim or referential use of the sources named in the bibliography has been specifically indicated in the text.



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Binh Duong, 2022

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Signature

*VO TRUONG GIANG*

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## ABSTRACT

The learning process of writing has become more difficult and problematic for students due to the lack of supporting tools for further practice to have better improvement in writing. It is therefore necessary for both the teacher and students to have a teaching and learning tool to interact to each other and also to fulfill the lack of social media support for writing learning, which produces some drawbacks, particularly less advancements in writing skill. In this context, online peer feedback by Skype would be a notable measure to solve the gap because it is a method to develop as well as facilitate learners' writing performance. This study will explore EFL learner's perspective on the effectiveness of providing and receiving online peer feedback via Skype to improve their writing skill. The methodology in this research employs quantitative research method. Quantitative data was collected based on pretest, posttest, a questionnaire survey, an interview and note-sheets from 74 participants in the experimental group. The findings from the study indicated that online peer feedback affected participants to have better writing performance. Additionally, participants made more improvement to provide high quality feedback by reinforcing knowledge in writing skill. Using Skype is considered as a tool for the learning and teaching process in writing, the advantages of Skype utilization through teaching and learning writing were also emphasized. The questionnaire survey included 10 questions of total to ask the participants about their opinions about the impacts that Skype brought to improve writing skill. The interview and note-sheets were also used to explore the views of participants about the difference between online peer feedback by Skype and other forms and also what factors affected them in this learning process.

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**LIST OF ABBREVIATIONS**

ABBREVIATION	MEANING
SPSS	Statistical Package for the Social Sciences
MCQ	Multiple Choice Questions
EFL	English as a Foreign Language
SNS	Social Networking Service

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## CHAPTER 1

### INTRODUCTION

This chapter presents five primary parts of the introduction chapter. Commencing with the background providing a preliminary review of the existing literature, the next part is about the aims. The chapter includes research for questions and also the significance of this study. Finally, thesis outline will be presented as well.

#### *A. BACKGROUND OF THE STUDY*

Of four skills of language, writing is judged as an essential skill which requires EFL learners to produce their products with the certain use of grammar, spelling, punctuation, connecting words, vocabulary and so on, therefore, activities relating to writing improvement is concerned more by both EFL learners and teachers. Writing is very important not only for academic purposes but also for profession because many jobs required writing skill and many of our daily activities also require writing skill, such as writing email, letters, job application, writing recipes. Apart from self-correction and collaborative writing tasks, peer feedback is regarded as an important activity which learners utilize to evaluate their writing skills and revise mistaken elements in written texts as well. For EFL learners, peer feedback plays a fundamental role in developing the quality of writings, writing scores as well as better collaborative writing. However, traditional peer feedback (in-class peer feedback) tends to be more time-consuming and teachers face challenges in time management, especially larger classes, to make peer feedback more effective. Traditional peer review instructed by teachers only is not available with a large number of learners. As a result, some students are not able to raise their obstacles that they meet while writing and give comments to their partners. Furthermore, students seem to have fewer chances to give their comments to their partners and thus this obstacle hinders them in improving scores. Some popular web media such as Skype, Twitter, WhatsApp, not only make it feasible for the delivery and sharing of information, but it also facilitates the communication and interaction with many learners who use several techniques, for example writing, sharing, and voice or video.

Many schools have employed these tools in cell phones to address the needs, interests of learners. Hence, the amount of time to improve and help EFL learners develop their writing skill in classroom is not enough, it is therefore necessary to explore an alternative to solve the problem, especially providing learning environment to ease the learners as they lack of practice to improve writing skill and also to teach the learners to receive the better results for better performance in writing.

For this reason, to help EFL learners improve their writing skill is to use online peer response instructed by the teacher. As cited in the study of Ertmer, Richardson, and Coulthard (2013), when making a comparison to an in-class classroom, online peer feedback is more effective (Lynch, 2002; Palloff & Pratt, 2001). Additionally, there is less improvement on learners' writing due to in-class peer feedback which is primarily product-oriented instructed by teachers. By using online peer feedback, students will have more opportunities to revise their written texts. In 2010, Yang notes that online peer assessment assists students to communicate with peers and gradually review their written texts based on peer respond (as cited in Lu & Law, 2012). Thus, a requisite for a change to give learners more autonomy as well as necessary writing revision is a need.

### *B. AIMS OF THE STUDY*

Concerning the abovementioned difficulties of peer feedback in class, there is a challenge that less practice in classroom hindered students from getting effectively enough peer feedback and this influences their writing scores improvement. This study aims to explore how online peer response is different from in-class peer response and also to examine the effectiveness of online peer feedback via Skype to improve writing performance of Grade 11 EFL learners at Vo Minh Duc High School. Interestingly, this study will find out common factors affect the use of Skype on online peer feedback from learners after using the treatment.

### *C. RESEARCH QUESTIONS*

Understanding the importance of using online peer review in writing performance and the use of Skype, in term of video conference, is to enhance the role of e-peer feedback and help change EFL learners' perceptions in writing correction. Here are three research questions suggested to investigate the effect of online peer review by Skype for Grade 11 EFL students at Vo Minh Duc High School:

- **Research Question 1:** How does online peer feedback differ from in-class peer feedback?
- **Research Question 2:** To what extent does online peer feedback by using Skype affect EFL learners' writing skill?
- **Research Question 3:** What more factors can influence the use of Skype for online peer feedback?

### *D. SIGNIFICANCE OF THE STUDY*

The traditional face-to-face approach of writing training is insufficient and inflexible in improving students' writing ability. Hence, this study examined the use of online peer feedback to see whether teaching students by utilizing Skype has any impacts on writing success. When teachers realized that they did not have enough time to engage students in a classroom, they came up with the concept of adding Skype-based learning to the English writing.

Skype is viewed as an educational tool and also a beneficial technique to be used to deliver materials for writing more efficiently. Skype-based teaching methodology should become an essential tool for English writing learning. Alexander (2008) emphasized that strong writing skills may enhance students' chances for success (as cited in Hosseini, Taghizadeh, Abedin, Naseri (2013). As cited in Hosseini et al (2013), one major implication of the use of writing purposes to develop the writing construct is that there may be processing models for each distinct level of writing purpose (Lee & Kantor, 2005). Having the ability to write in foreign language, especially in English, is very important in this modern era. Many jobs required writing skill and many of our daily activities also require writing skill, such as writing email, letters, job application, writing recipes. Writing skill should be advanced not only through face-to-face peer feedback in classroom but also peer feedback via Internet by Skype. Therefore, this study aimed to suggest the use of Skype as an educational networking site for teachers at Vo Minh Duc high school. Also, this study's findings were to broaden the educational platform and encourage active learning and to evaluate the effectiveness of a Skype-based writing tool and its features. Besides, the findings from this paper will be examining the positive effects of online peer feedback via Skype to create an upgradation of writing skill, which is timely, effective, and relevant for EFL students studying in the era of technology in this century.

*E. THESIS OUTLINE*

There are six chapters in this research. The first chapter provides an overview of the study, including its history, objectives, research questions, and importance. The aim of the study, as well as the tools used to gather data for the research analysis, are discussed in this chapter. The second chapter introduces a theoretical framework as well as previously published works; the third and final chapter will focus on connected works. The third chapter covers research methodology, population and sampling, data collecting techniques, and data analysis methods; this section will be the most important portion of the study since it will look at the study's treatment. The fourth chapter covers data analysis, which is analyzing, interpreting, and presenting data in the form of tables or figures to better clearly illustrate results. The findings and conclusion part of the fifth chapter will present the outcomes of the investigation to determine if they are similar or different from the findings of the literature review session. The overview of the major findings, limitations, and future directions and suggestions are presented in the conclusion section. References and appendices make up the remaining parts of this study.

## CHAPTER 2

### LITERATURE REVIEW

In this section, this study presents the definition of peer feedback, online peerfeedback, and Skype, especially video conference, and their strong points in benefiting EFL learners' writing skills as well as dealing with difficulties while writing, in term of post writing. Additionally, the paper also shows three primary parts focused highly on differences between traditional peer feedback, online peer feedback, and video conference of Skype, the effects of using Skype in improving learners' writing skill and more factors which affect to EFL leaners of using Skype for online peer feedback.

#### A. THEORETICAL FRAMEWORK

##### a) Writing skill

In the study of Gay (2002) named *Developing Dimensions of Written Language*, he found that writing has been associated with promoting students' critical thinking and learning skills. Writing skills can be primary criteria for better academic position and greater educational success in the future. It is very important for English students to have a strong writing ability to show their inner information. Writing skills are the primary tools for communicating knowledge, especially in educational settings. On the other hand, the ability to represent oneself well on paper will help students secure a job or higher educational chances after graduation, as one will be more attentive to the significance of the quality of the presentation of his written work, such as a resume and cover letter. The way of writing, according to Tan (2010), states that presentation, clearness, and professionalism can help differentiate a person from the others. Further, in the workplace or academic contexts, good writers are exceedingly prized.

Writing is viewed as the most complex skill to learn and to teach. In fact, many EFL learners usually consider writing as not only the most difficult skill out of four English skills, but also a demanding activity. According to Wolff (2000), he showed that writing is of significantly great importance for English learners- It is not only a mode of communication skills, but also a tool of learning a language (as cited in Min (2014)). To produce a learning product after comprehending knowledge, writing is considered a good command and being crucial to the improvement of language learning. Basically, according to Spratt, Pulverness and Williams (2011), as a productive skill, writing is judged as the process of communicating messages in written language performed by micro skills (as cited in Sundari, Febriyanti and Saragih (2018)). Additionally, writing activity is particularly related to linguistic competences, such as grammar, vocabulary, punctuation and text structure.

##### b) Areas that EFL learners need to achieve in writing skill

First of all, grammar is the study of words and how they interact; it is an unseen force that directs us as we string words together to form sentences. Anyone who speaks in a specific language becomes aware of its grammar, whether consciously or unconsciously. Grammar exists in all languages, and each language has its unique grammar" (Beverly, 2007, p.1). Grammar is significant because it offers information that aids in the comprehension of the reader. It is the framework that allows the writer to transmit exact meaning to the audience. Calkins (1980) proposed that using students' writing as the foundation for teaching grammatical ideas is the most effective approach to increase students' mastery of grammar in writing. In summary, grammar is highly important in language, especially when it comes to enhancing student writing. Secondly, spelling is a code that employs letter sequences to indicate certain words in the mental lexicon that have a sound and meaning. Even with spell checks for self-monitoring and correcting spelling, spelling teaching is still vital in the computer era. The majority of research on spelling education has focused on word frequency and terms that students use often in their writing at certain grade levels, as well as the

significance of the alphabetic principle. Spelling is one of the instruments that helps the writer's writing communicate effectively. Therefore, spelling is a helpful tool that, when utilized correctly, may be an effective and dependable method of teaching the spelling system (Templeton, 1991, en Schlagal, B; 2002). Thirdly, vocabulary is crucial in the acquisition of a second or foreign language since learners cannot comprehend others unless they have the proper and adequate information. One of the linguistic components that influences the development of writing competence and language abilities in learners is vocabulary (Brown, Waring, & Donkaewbua, 2008; Meara & Jones, 1990; Moir & Nation, 2002; Schmitt, 1998; Schmitt, Wun-Ching, & Garras, 2011). Therefore, vocabulary knowledge is regarded as a necessary tool for acquiring any language skill, as well as for comprehending written texts. The relevance of the lexical profile is recognized in the research works of Francis & Kucera (1982), Hwang (1989), Hirsh & Nation (1992), Hwang & Nation (1995), and Nation (2001). Fourthly, punctuation is described as the markings or signs used in writing to divide sentences or phrases, according to the Oxford Advances Learner's Dictionary (2000). In different situations, different punctuation marks are employed, yet they all assist to express the idea clearly. In addition, to enhance the argument and bring the text together. As a result, a lack of or improper use of punctuation marks in writing will cause the message to be misunderstood. Poor punctuation marks, for example, make the text hard and difficult for the reader if they are not utilized appropriately. "Clear thought is both the indication and the cause of proper punctuation" (Truss, 2003, p.202). Finally, students should understand the context and aspects of writing while writing. Students should grasp transition words as one of the aspects of writing. Transition words serve to link, contrast, demonstrate a cause-and-effect relationship, and highlight the order or location of concepts. It implies that pupils should be able to employ transition words since they must construct effective sentences in order for the reader to understand what the writer is writing. Transition words, also known as conjunctive adverbs, are used to link two separate clauses or phrases together. The aim of a transition word is to allow the reader to easily follow the paragraph since transition words are used to connect one phrase to the next. Students must learn to utilize transitions correctly while writing a paragraph to connect sentences or relate one concept to the interaction between parts of the essay.

### c) Peer feedback

#### a. Definition

Peer feedback is a collaborative activity which helps students revise, critique and produce feedbacks for what they did in pairs or groups to collect ideas and then correct their texts to get better scores. Also, it is an incentive to acquire skills more effectively in the process of learning language; it is understood to provide language learners a tool to pose their understanding and express knowledge about what they have learnt in reality, in term of giving feedback to another. Besides, peer feedback is considered an interactional activity enhancing learners' learning by sharing their ideas, comments, advice or even a critique. For improving writing correction, peer feedback is considered as one of the most essential strategies to facilitate teachers to instruct students to peer review better.

#### b. Strong points of peer feedback

Peer feedback has many positive aspects to progress learner autonomy as well as ability of self-assessment because it helps learners not only revise their written texts but it also helps them to receive comments, no matter how these comments are positive or negative, from other peers. First, Walker (2009) explains that students have a better vision for their future work thanks to peer feedback which narrows down their distance in performance (as cited in Bijami, Kashef, Nejad, 2013). Another good point of peer review is that peer review helps learners achieve the accuracy and use grammatical points correctly because they need to revise their drafts several times with their peers. Also, EFL learners use peer feedback to self-evaluate their texts more actively and create connections with their friends to receive more comments, which gives them better correction.

Instead of depending on teachers' feedback, feedback with peers supports students to be more social and interactive to develop their critical thinking. Wakabayashi (2013) states that learners using peer feedback to evaluate critically peer's texts revise better their written texts through giving and receiving comments (as cited in Bijami et al., 2013). Peer feedback assists learners to acquire more knowledge and become more independent of instructors. Compared to teachers' feedback, peer feedback permits learners become more optional because they use their peer's feedback or not to produce better later writings. Moreover, this collaborative activity develops learners' confidence and positively activity participation. Peer feedback is beneficial because it enhances writing ability for not only feedback givers but also feedback receivers.

#### d) Online peer feedback

##### a. Definition

Online peer feedback refers to receive and give feedbacks among assessors and assesseees through the online environment with the support of social networks. This method aims to increase EFL learners' autonomy whenever they need. Using online peer response is also called a social interaction without worrying about distances. Instead of traditional peer feedback, known as in-class peer feedback, online peer feedback allows learners more opportunities to practice and evaluate with their peers. In the study of Kumaran (2017), he shows that online peer feedback facilitates peer review to exchange feedbacks based on online platforms.

##### b. Strong points of online peer feedback

Tuzi (2004) states that online peer review is a useful tool to give and receive feedbacks because it helps learners broaden knowledge and they feel that they do not just write to their peers or teachers. Online peer feedback has many remarkable points in supporting learners to get better correction. First and foremost, online peer review helps writing learners to get a prompt, punctual, and thorough interaction to exchange ideas for revision. Besides, it is really formative in online environment because exchanging information via e-peer review helps students discuss online. Another benefit of online peer review is its consistence; this online activity keeps discussing and correcting on their writing obviously and consistently without time limitation in classroom. Finally, social networks' inclusion supports peer feedback to enhance learners' writing ability as well as improve their writing scores.

#### e) Using video conference of skype for online peer feedback

##### a. Definition of skype and a reference of video conference

Skype is a video and audio software which are social applications that help learners enable to communicate to others by Internet connection. Language learners make video calls to share, video conference used in this case of study, to give feedback of their views and comments on peers' as well. Skype is a mixture voice chat application that permits users to get connections with others. This application is popular in many parts of the world because of its convenience and being free.

For facilitate peer feedback in online environment, this study refers to use video conference known as video conferencing. A video conference is a visual connection between two or more users for communicative purpose.

##### b. Strong points of using video conference of skype application

Online peer feedback requires an interaction through online environment to help learners progress in their writing correction and learn how to evaluate others by applying knowledge to give comments for correction purpose. For this superior point, video conference is more appropriate for online peer review because of these. First, Skype can be downloaded any time, so this app makes learners feel easier and more motivated to use for online peer feedback. Second, it is available for any kinds of devices (e.g.,

laptops, smartphones, and ipads) and seems to be a handy communication that makes learners feel easy to have online peer feedback. Last but not least, video conference allows many users to participate in simultaneously. This finer point helps feedback assessors and assessees exchange more feedbacks in term of groups.

f) English writing skill with the use of skype

Writing has been revealed to be one of the most challenging and important language skills learners are expected to master, according to Yah Awang Nik, Badariah Sani, Muhammad Noor Wan Chik, Kamaruzzaman Yusof and Hasif Rafidee Hasbollah (2010). Despite spending years honing their writing abilities, the majority of English language learners face obstacles in their attempts. The intricacies of the writing talent, among other things, are the source of these obstacles. Writing, which is a complicated and time-consuming process, is made more challenging for the EFL students according to White and Arndt (1991).

Some recent research use Holton and Clark's (2006) methods in a mixed learning approach using Skype to see if learners' writing accomplishment can be reinforced, in order to reduce writing issues faced by English learners. Macharaschwili and Coggin (2013) looked at how Skype was used in a classroom. They discovered that the face-to-face contact provided by Skype resulted in quick results that were not feasible in an online session. They claimed that face-to-face teaching for distance learners via Skype promotes student success and satisfaction. In Tandem, Elia (2006) led a research to determine the influence of Skype on language acquisition. According to her research, Skype might be a useful medium and a dependable help for EFL students who are experiencing difficulty communicating in writing with native speakers. Beltrán (2009) conducted research on the use of Skype chat for the development of writing abilities, concluding that it increased learners' motivation and provided an opportunity to supplement the teacher's accomplishment.

## B. PREVIOUS STUDIES

Few studies have looked at teachers' and students' perspectives on the impact of Skype and other collaborative Web 2.0 technologies on student achievement in online learning. In an online course, Strang (2021) evaluated Skype and discovered that students who participated in Skype-led sessions had a significantly higher final grade than those in the control group. This study intended to help learners advance because of their level and advanced course, which had previously proven achievement. Strang's survey (2012) did not show if Skype could be used to assist and improve every student's learning and capacity.

Chou (2012) conducted pilot research at a college to see if Skype, in combination with other Web 2.0 technologies, might be used to aid online cooperative learning. Chou (2012) discovered that using Skype, Podcasting, Skype, Blogging, and Wikis in online sessions improved student learning.

In a separate study, Parker, Boase-Jelinek, and Herrington (2011) looked at how synchronous team chat through Skype was used to educate instructors at the graduate level, how they reacted to it, and how much it improved community learning. Macharaschwili and Coggin (2013) used Skype with a group of students who were in a face-to-face classroom.

Cohen and Burkhardt (2010) hold group lessons and a one-on-one class with a student who need further instruction while planning and assigning a synchronous librarian reference service utilizing Skype to provide relevant education. They realized that Skype might be used to provide instructional materials to inaccessible students. They did not, however, look into whether participants saw any progress as a result of the Skype-led sessions. Teenagers spent a lot of time outside of class utilizing social media like Skype, as Ab Manan, Ashaari



Alias & Pandian (2012) discovered.

Chenzi, Salehi and Yunusm (2012) also used Skype and other instructional technologies into an English as a foreign language writing course in a survey. When Skype and other media were used in EFL classes, they discovered a variety of benefits. Smethurst (2009), an Australian educator, highlighted the beneficial outcomes of using Skype for inter-school dialogue in the absence of face-to-face connection. The Skype system offered a variety of free services, including voice and video calls between people in different parts of the world. Lecturers have been using Skype in their classroom for some years with a high level of success and comfort, as Davis (2006) intended.

As such, “technology may capacitate them as teachers and complement their educating as well” Saadiyah Darus (2009) and Smith and Baber (2007), an increasing number of English language instructors have opted to include such new technologies into their teaching process. According to Mongillo and Wilder (2012), writing is a social activity that necessitates the application of social modes. Wang and Chen (2007) looked at the writing demands of face-to-face language learners as well as the usefulness of online current communication in remote-posted language resources in research. They suggest that synchronous-blended teaching administration systems were unquestionably welcomed by distant language learners, who saw them as providing interrelation and communication that they would not have otherwise. The findings showed that learners were more confident, connected, and their loneliness was reduced. Ciekanski and Chanier’s study (2008) focused mostly on teaching the writing process in an online concurrent-blended context.

Mongillo and Wilder (2012) theorized that online technological interaction media (Skype, WhatsApp) provide ineffective and isolated learners with the incentive communication and stimulant they require, especially because these learners are already proficient users of numerous technologies. Murphy and Rodriguez-Manzanares (2012) also agree that technology media are necessary in distant education programs. The medium was described as online teacher prepared immediate, constructive comments to students, exhibited concern for students’ development, customized learning, and was available for real-time reaction to learners’ requests, according to their survey. Romaña Correa (2015) also conducted study on the teaching and learning of English using Skype conference calls.

a) Online peer feedback differs from in-class peer feedback

In this section, the study demonstrates superior points of online peer feedback over in-class peer feedback. Traditional peer feedback is hindered by time limitation and does not increase EFL learners’ autonomy as well as improve writing skills, so the main purpose of using online peer feedback is to help users develop their writing correction and create interests to motivate autonomy in learning writing. Corgan, Hammer, Margolies & Crossley (2004), as cited in Ertmer et al., 2015, notes that using peer review in electronic environment poses many advantages, such as the flexibility of time, giving more chances for both assessors and assesseees to give feedbacks, and forming community. Hence, online peer feedback is positively different, even superior, from peer feedback in classroom because of these following features.

The first visible advantage of online peer feedback is its convenience in collaboratively writing correction over in-class peer feedback. Miftah (2014) emphasizes that students are not confident enough and feel bored in writing activities in class because they often tend to use peer feedback under teacher-orientation and are not familiar with using conference activity. Therefore, there is a need to adapt a social networking tool to support learners to work together collaboratively. Online peer review assists students to work with not only one partner but also other peers simultaneously. Secondly, online peer feedback is not hindered by time limitation which peer response in classroom face often. Clearly, peer feedback in an online environment has a flexibility of time and also location.

Compared to traditional peer feedback, students find it impossible to receive more feedbacks from their peers and do not have enough time to evaluate peers' written texts. See Choi (2014) explains that to engage students in writing, peer response should be used in electronic environment rather than face-to-face peer response because this is time-consuming. According to the study of Hoomanfar (2017), he used questionnaires to collect students' perceptions of online peer review and shows that the majority of them found time- and place-independency in e-peer review to be very practical because they have more time to raise their problems as well as their comments to their peers. Thus, online peer feedback helps feedback givers and receivers increase the effectiveness of peer feedback outside classtime. As cited in Thurlings, Vermeulen, Stijen (2014), Wenger & Snyder(2000) state that learners using online feedback to practice revising and share their information, experiences and knowledge.

When participating in online peer review, learners avoid directly bad behaviors and unpleasant attitudes from peers. Hence, peer review in electronic environment helps learners feel more confident and makes feedback participation become more positive than traditional peer review that students are willing to participate in online peer feedback. Replacing in-class peer response by peer response in electronic environment benefits EFL learners in writing correction. This online learning method assists learners to gain not only new information, revised structures but also paraphrasing skills for reviewing or giving evaluations to improve old mistakes so as for them to get better scores. With some limitations of traditional peer review, e-peer review promotes learners' writing ability.

b) Online peer feedback affects learners' writing skill by using skype

To facilitate EFL learners in writing correction via online environment, videoconference is considered as the most appropriate tool for online peer feedback. As abovementioned practical concerns about online peer review, Skype application is more suitable for exchanging feedbacks flexibly and more easily for users because of its interaction and time independence. With such conveniences, online peer feedback becomes more effective for writing correction via video conference. This section presents some effects of online peer feedback on EFL learners' writing correction via Skype's video conference to help learners develop writing skill.

First, using video conference to evaluate as well as revise with peers gives learners more interests and this leads to learner autonomy. According to Kemp (2003), Tannacito & Tuzi (2002), giving comments in online environment is delivered electronically without delivering papers thought to be complicated. Jones (2000) shows that "the electronic resources instructor have available today, provide myriad opportunities for making texts more comprehensible to students" (p.11) (as cited in Moradi & Karimpour (2012)). Therefore, making use of peer response via video conference enhances learners' correction ability that helps their papers to be more accurate.

To sum up, e-peer feedback develops EFL learners' self-correction of writing while in-class peer feedback is not good at supporting learners with writing correction because exchanging feedbacks via Skype give them more chances and time-independence to edit or revise grammatical structures and sentences and phrases in texts.

c) Factors influence students as using skype for online peer feedback

Perceiving the importance of peer response in online learning environment via Skype is very necessary for EFL learners. They know that electronic peer response, especially video conference, outweighs traditional peer response because of its superior points presented in previous sections. However, EFL learners' perceptions of approach peer feedback in electronic environment can be affected and they feel hesitant to use online peer response due to three following factors as presented below.

The first factor influencing their perceptions of e-peer response is the belief with teacher's feedback. According to the study of Ertmer et al.,(2015), they conducted from a case study framework that students remain believing in teacher's feedbacks from the beginning to the end of the course. The reason for this is that they consider their teacher to be more knowledgeable than their peers. Another core factor changing learners' perception is new problems which will happen when they approach to online peer feedback. In fact, students choose e-peer feedback because it can avoid some reasons, such as bad breath and bad attitudes. Nevertheless, peer feedback in online environment poses some new challenges to both givers and receivers including technical problems with electricity and disconnection with Internet. The last factor relates to unclear expressions of complex opinions. According to Tunison and Noonan (2001), they note that many learners find giving feedbacks in electronic environment very intricate because it is very hard to show their complicated opinions or details without a face-to-face interaction. With two core factors above, EFL learners feel hesitant when using online peer feedback via Skype because they get stuck with techniques and they constantly believe in their teacher's feedbacks.

d) Writing skill of grade 11 students at Vo Minh Duc- An overview

Writing is considered to be one of the most important skill that is required in tertiary system, it is therefore necessary for high school students to sharpen this area. Having referred to studying results at Grade 10, particularly writing, I found that almost Grade 10 students in this school were equivalently weak at writing skill based on their scores. I also explored that nearly 70% of these students made frequent mistakes with some areas, including grammar, spelling, punctuation, connecting words, and vocabulary.

The reason I listed abovementioned points was that those areas accounted for the majority. Firstly, students mostly made a lot of mistakes relating to grammar. They did not use tense appropriately and accurately. Following this, many students seemed to misspell the words. Particularly, they wrote the words in the present tense without adding "s" or "es" for a singular verb. Moreover, they misused common tenses when they expressed their ideas. The third one that I witnessed obviously was punctuation. Taking a look at their writings gave me an apparent overview that they put comma or period in inappropriate places. Next, the use of connecting words is really important to link sentences to raise cohesion and coherence. However, they did not perform this well or even they used connecting words less effectively. Finally, the problem here was also on vocabulary which related to wrong word choice or incorrect wordform or lacking of vocabulary. For these weaknesses, the study was to try to increase their mistaken areas with the purpose of improving their writing scores. Also, I had an observation in 4 classes to see whether there was an external factor influencing their writing.

After observing 4 classes randomly, estimated 75% of these students reported that they were not effectively engaged in writing learning and also less interaction. I found that if students sat near to each other, they would just work in group or team with such students and this was very difficult to interact with the other in classroom. Besides, they claimed that they did not have more opportunities to exchange ideas as well as feedback with others. Therefore, there would be an action to engage them in a new learning environment which not only increase their interaction among students and also with the teacher, but it also increases their writing score. Thus, online peer feedback was an ideal method to help them interact more easily and the use of Skype aroused them in a more interesting and effective writing learning environment.

## CHAPTER 3

### METHODOLOGY

This chapter provides an outline of research methods that were utilized in the study. It provides information on the population, who the participants were and how they were sampled. This chapter highlights the research design that was chosen for the purpose and the reasons for this choice. The instruments that were used to collect data is also introduced and the procedures that were followed to carry out this study are mentioned. The researcher also discusses the methods used to analyze the data.

#### A. RESEARCH METHODS

This study conducted quantitative research method. For the justification of using quantitative research method, the use of statistical data as a tool for saving time and money is the first benefit of this study strategy. Quantitative research is defined as study that focuses on numbers and figures in data gathering and analysis. In certain ways, a quantitative research technique might be considered scientific. The use of statistical data for study descriptions and analysis saves the researcher time and effort that would otherwise be spent discussing findings. Data (numbers, percentages, and quantifiable figures) may be computed and performed by a computer using a statistical program for social science (SPSS), saving a significant amount of time and money. In this study, I collect common factors listed in their note-sheets to collect quantitative data – its purpose was to find out more factors influencing learners' online-peer-feedback-based learning with Skype. In this study, pre-test including a grammar task to examine the initial grammar level followed by a writing test to explore common mistakes that the participants often made. Additionally, a questionnaire survey was used to examine whether online peer feedback via Skype affects learners' writing skill. An interview was used to examine the difference between two types of peer feedback. Moreover, post-test was used to report the improvement of writing skill based on score-scale which is considered as rubric for writing.

#### B. POPULATION AND SAMPLING

The study was conducted in Vo Minh Duc high school located in Thu Dau Mot City, Binh Duong province. The reason for choosing this school was because the level of writing proficiency of students in grade 11 was not good, which caught my attention for the research because I believed that the treatment might be relevant and timely in this case and it was expected to make a significant improvement for grade 11 students on writing performance. Grade 11 in Vo Minh Duc consists of 13 classes with 5 classes on advanced program and 8 classes on foundational program. The study was conducted with foundation program's classes. The research population was formed based the selection of students with 1 to 2 marks (*scores were extracted from the whole test, the writing section is marked at 5*) from 8 classes. Then, all collected 148 participants were divided into two groups randomly according to a particular number assigned on each student before. After the division, the control group consisted of 74 participants (48 schoolboys and 26 schoolgirls) and the experimental group had 74 participants (22 schoolboys and 52 schoolgirls).

#### C. RESEARCH INSTRUMENTS

For quantitative research method, a pre-test was used to collect quantitative data to examine the initial level of grammar session of the two groups, these grammar points related to writing-teaching contents. All pre-tests were created in the form of multiple-choice questions. Also, a writing test in the pre-test section was undertaken to explore mistakes that participants are facing. This aimed to see if there was a significant disparity between the control group and experimental group in the grammar level and also to find out mistakes in writing relating to grammar. Then, note-sheets were used to collect quantitative data. An interview was employed to answer the research question number 1 of how the participants thought about the difference between online peer feedback and in-class peer feedback, this part was formed under 4 options for the interview while quantitative data was

collected from words exhibiting factors in note-sheets which students showed their opinion about their factors affecting their writing learning process while using Skype. Additionally, a questionnaire survey consisting of 10 statements was utilized to find out what extent online peer feedback by using Skype impacted their writing learning. Finally, post-test was different from the pre-test, post-test after the intervention would be a writing test to examine the effectiveness of Skype to improve their writing performance through scores.

#### *D. DATA COLLECTION PROCEDURES*

In the first week of the study, the population was formed by an initial survey about writing scores of all students of 8 foundational classes. I had some staffs help me sort out the students from 8 classes with writing scores ranging from 1 to 2 marks. Then, the statistics reported 148 students in total, which became the population. After that, 148 students were assigned a number on each one followed a random selection of one control group and one experimental group. All numbers were turned over and then one by one were picked by two teachers. After all, the study conducted a control group (74 students) and an experimental group (74 students), the numbers balanced because one number was picked one by one.

On the second day of the first week, all teachers of two groups and all 148 participants were instructed clearly about the purpose of this study. First of all, they were delivered about the pre-test and post-test as well as the intervention that used Skype to enhance their writing score. The purpose of using Skype was for writing correction and help them improve mistakes made in writing. Besides, the teacher and 74 participants in the experimental group were trained thoroughly about the Skype application, the use of video conference. Teacher and participants in the control group studied offline that meant they studied in classroom while those in the experimental group studied online through Skype application. All two intact groups studied the same schedule with two meetings a week. On the third day, all 148 participants underwent a pre-test (see Appendix 1) which was used to examine their grammar level, the purpose of this was to see where their grammatical weaknesses were on writing paper. The pre-tests were formed in multiple-choice questions about grammar and lasted 10 minutes. Simultaneously, 148 participants were required to take a writing test within 20 minutes about one given topic (see Appendix 1). The total amount of time for the pre-test round was 30 minutes in total.

After collecting all pre-tests, 148 participants undertook the period of writing correction and learning separately. In the second week, the two groups commenced studying period, the control group studied writing correction section in classroom and applied in-class peer feedback while the experimental group studied writing correction section by Skype video conference and both groups undertook 10 weeks. To make sure the availability of the experimental group, all participants were ensured to have available access to Internet and own a smart-phone.

The intervention of employing Skype for online peer feedback on writing correction section lasted 10 weeks, all 74 participants in the experimental group discussed and studied writing mistakes relating to grammar, vocab, structures. All of their activities were carried out online through Skype. The teacher's instructions were delivered to all for each lesson, then participants referred to a writing paper and discussed, gave and received feedback from each other. To make sure the fair distribution and the time for feedback receiving and providing from peer evaluation. The participants were required to form groups of 7 to 8 members, so there were 6 groups with 7 members and 4 groups with 8 members. They were assigned to write a home-prepared paragraph with assigned 10 topics before the online meeting, so there were 10 writings for 10 weeks with 2 meetings of each week on the first group's writing paper in the experimental population. Simultaneously, note-sheets were distributed to each participant in the experimental group, they were asked to write down to show factors that affected the online learning process by Skype. Meanwhile, 74 students in the control group studied offline at the same time.

After 10 weeks of the treatment, all 74 participants in the experimental group were required to undertake a questionnaire survey including 10 statements about the effect of Skype application on their writing improvement. This was to collect quantitative data. Additionally, each experimental student was asked the same question on a separate interview about the difference between online peer feedback by Skype and in-class peer feedback which they experienced previously in grade 10 with 4 options – namely “LITTLE”, “AVERAGE”, “MUCH”, and “NO”. To ensure the time, 74 experimental participants were asked for an interview by the support of three teachers. Their answer was noted down and used for quantitative data analysis. Furthermore, note-sheets were simultaneously recollected to be ready for quantitative data analysis as well.

Lastly, both two groups experienced the post-test in the form of writing test with the same topic “**Write a short paragraph about your future career**” and the same word limitation at least 90 words. All 148 writing tests were collected and marked by three supporting teachers within one week. This helped to see whether there was a significant difference between the control group with in-class peer feedback and the experimental group with online peer feedback by Skype.

#### *E. DATA ANALYSIS METHODS*

First and foremost, all results from pre-tests of 148 participants were collected for quantitative data. All questions of the pre-tests were MCQ, and the scores collected was then analyzed by SPSS to measure the level of two groups. At this stage, the study was expected not to see a significant disparity between two groups of the study. If the scores of the control group were almost precisely the same as the scores from the experimental group, with only an insignificant disparity, the treatment could be applied. In case the scores of the pre-tests between two groups show a significant disparity, the population had to be recollected because the intervention of the treatment could be unreliable and the treatment is not effective.

After 10 weeks, as mentioned above, an interview was collected after the treatment with only one question for 74 participants in the experimental group. All answers were interpreted into data that could be analyzed by SPSS. This tool was to examine the answers showing the difference compared to in-class peer feedback.

Following this, the questionnaire survey was continuously carried out on all participants of the experimental group. The questionnaire survey comprised of 10 statements with degrees of agree and disagree. This was to present quantitative data and then all were analyzed by SPSS also. At the same time, note-sheets were collected and analyzed, all information was reported with the aim to explore more factors impacting their writing skill with online peer feedback by Skype. This helped my research to find out more factors that the participants believed that they influenced their writing learning process via Skype.

Finally, 148 writing papers were collected as post-tests. All 148 writings were marked by hand by three English teachers in the school with the same rubric used for pre-tests. The marking process was separated between the control group and experimental group. Then, the scores from the experimental group's post-tests were compared to that from the control group's scores to see if the experimental group had better performance on writing skill than the control group, which would prove the reliability of the treatment if there was a significant disparity. Additionally, an analysis of improved areas in writing was analyzed to see the level of improvement.

## CHAPTER 4

### DATA ANALYSIS

This chapter provides the presentation of charts as well as tables in this study. All collected data was interpreted by research methods and then analyzed data was presented here.

All 148 collected pre-tests were analyzed by SPSS to explore the foundational level of the control group and experimental group. The Table 1 showed the results of grammar test, including 20 questions, taken by 148 participants. As looking at the results, scores indicated the level of two intact groups that their grammar level was equivalently the same to each other.

Table 1. Results of Grammar Test (Pre-test)

**Results of Grammar Test (Pre-test)**

		Group		Total
		control	experimental	
Number of correct answers <=5	Count	34	33	67
	% within group	45.9%	44.6%	45.3%
5-10	Count	33	35	68
	% within group	44.6%	47.3%	45.9%
10-15	Count	5	4	9
	% within group	6.8%	5.4%	6.1%
15-20	Count	2	2	4
	% within group	2.7%	2.7%	2.7%
Total	Count	74	74	148
	% within group	100.0%	100.0%	100.0%

Table 1: Results of Grammar Test (Pre-test)  
**Number of correct answers**

Count

		group		Total
		control	experimental	
Number of correct answers	<=5	34	33	67
	5-10	33	35	68
	10-15	5	4	9
	15-20	2	2	4
Total		74	74	148

Overall, both control group and experimental group undertaking the pre-test in terms of grammar test revealed that they just achieved a half of the total questions (10/20) with the former representing 90.5% of total and the latter receiving 91.9%. From the analysis, the percentage of control group participants achieving 10 to 15 correct answers accounted for just 6.8% while that of experimental group received 5.4%. To sum up, both groups had a relatively steady level of grammar. of 2.7%.

**Number of correct answers \* group Crosstabulation**  
**Count**  
**group control**

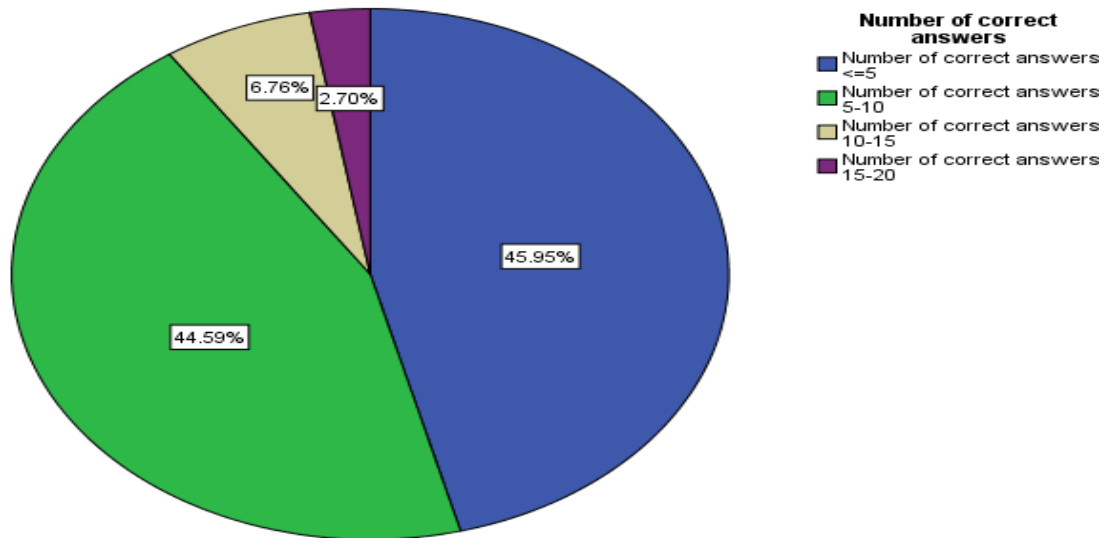


Fig. 1: Scores of control group in grammar test (pre-test)

Figure 1 exhibited the percentage of correct answers that participants in the control group obtained. The majority of test takers with under 5 correct answers occupied the largest segment of the chart, followed by 5- to -10- correct-answered participants with 44.59. Test takers doing the test well with 15 to 20 just reflected the smallest part of the chart, representing only 2.7%.

**Number of correct answers \* group Crosstabulation**  
**Count**  
**group experimental**

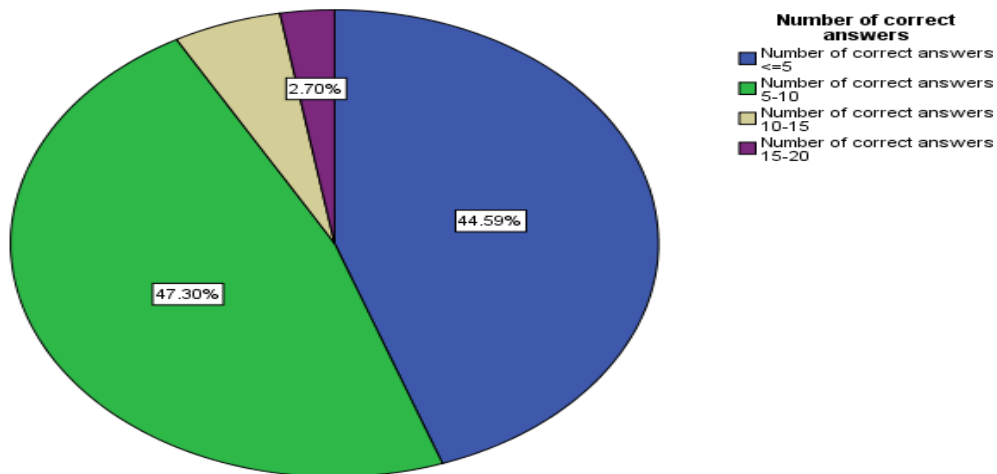


Fig. 2: Scores of experimental group in grammar test (pre-test)

Likewise, Figure 2 of experimental group illustrated the same segments compared to the control group.

Addition to taking the grammar test, both groups were asked to undertake the writing test. As presented below were the results processed by SPSS, the scores were marked based the rubric of writing test with maximum at 5 and minimum at 1.



**Scores of writing test (pre-test)**

			group		Total
			control	experimental	
Scores of writing test (pre-test)	0-1	Count % within group	11 14.9%	18 24.3%	29 19.6%
	1-2	Count % within group	28 37.8%	11 14.9%	39 26.4%
	2-3	Count % within group	18 24.3%	18 24.3%	36 24.3%
	3-4	Count % within group	8 10.8%	13 17.6%	21 14.2%
	4-5	Count % within group	9 12.2%	14 18.9%	23 15.5%
Total		Count % within group	74 100.0%	74 100.0%	148 100.0%

Table 2: Scores of writing test (pre-test) from both groups

**Scores of writing test (pre-test)**

Count

		group		Total
		control	experimental	
Scores of writing test (pre-test)	0-1	11	18	29
	1-2	28	11	39
	2-3	18	18	36
	3-4	8	13	21
	4-5	9	14	23
Total		74	74	148

From the abovementioned tables, it is clear that the majority of participants in both groups just achieved from 2 to 3 points. Meanwhile, the percentage of 74 control group’s testees and 74 experimental group’s participants had low percentages, occupying under 20%. There was just a minor disparity between the control group and experimental group in writing performance for scores ranging from 3 to 5. This exhibited that both groups quite similarly had problems in writing, which affected their performance.

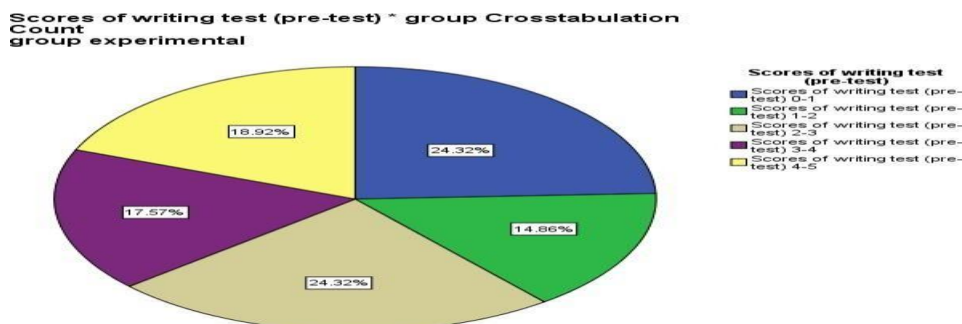


Fig. 3: Scores of writing test (pre-test) of control group

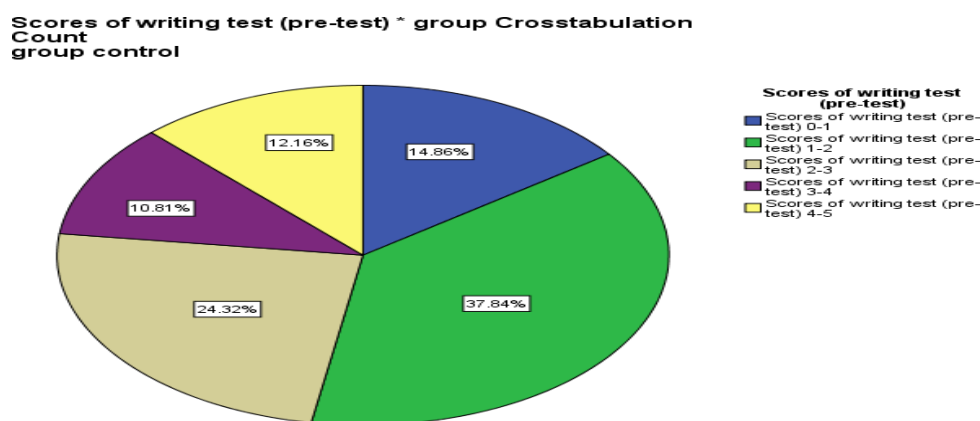


Fig. 4: Scores of writing test (pre-test) in experimental group

Besides, the study carried out an analysis on common mistakes that participants had while writing to see an overall view which aimed to help them improve their writing skill for the treatment period.

**Control Group**

	N	Minimum	Maximum	Mean	Std. Deviation
Grammar	74	.00	12.00	5.7432	2.46655
Vocabulary	74	.00	6.00	1.6081	1.55992
Spelling	74	.00	6.00	1.6757	1.53594
Punctuation	74	.00	7.00	3.7432	2.64865
Connecting words	74	.00	5.00	.7297	1.32724
Valid N (listwise)	74				

Table 3: An analysis of mistakes from writing test (pre-test)

As can be seen obviously from the above table, grammar was the most problematic area which the test takers faced in writing test (Mean = 5.7). Also, participants in the control group found punctuation difficult to use (Mean = 3.7). When exploring the certain number of errors that they faced, the highest number of mistakes was shown in grammar with 12 mistakes, followed by vocabulary and spelling accounting for the same number at 6. Punctuation was reported to be the second most factor affecting their writingscore as well as other factors.

**Experimental Group**

	N	Minimum	Maximum	Mean	Std. Deviation
Grammar	74	.00	13.00	5.1757	3.02210
Vocabulary	74	.00	7.00	1.4459	1.74499
Spelling	74	.00	7.00	2.0000	1.92318
Punctuation	74	.00	8.00	3.0135	2.78692
Connecting words	74	.00	5.00	.7703	1.40982
Valid N (listwise)	74				

Similarly, the experimental group’s participants had an equivalent picture with grammar’s domination at 13 mistakes of total (Mean = 5.1).

Punctuation still ranked the second place facing the students in this group. When making a comparison between both groups, mistakes from connecting words use shared the same and lowest position.

<b>CONTROL</b>			<b>EXPERIMENTAL</b>	
	% mistakes			% mistakes
Grammar	42.54254		Grammar	41.72135
Vocabulary	11.91194		Vocabulary	11.65541
Spelling	12.41268		Spelling	16.12201
Punctuation	27.72761		Punctuation	24.29184
Connecting words	5.405225		Connecting words	6.209393
Total	100		Total	100

Table 4: Total percentage of mistakes from two groups

As mentioned in the research instrument session, an interview was also performed to collect the opinions of 74 participants in the experimental group about the difference between online peer feedback and in-class peer feedback. The interview was formed a closed-ended question with 4 different options to exhibit the degree that experimental group students thought about when they were interviewed:

**Interview**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid “NO” DIFFERENCE	4	5.4	5.4	5.4
“LITTLE” DIFFERENCE	8	10.8	10.8	16.2
“AVERAGE” DIFFERENCE	9	12.2	12.2	28.4
“MUCH” DIFFERENCE	53	71.6	71.6	100.0
Total	74	100.0	100.0	

Table 5: Results of interview on experimental group

As can be apparently seen from the Table 6, after 10 weeks of the treatment with online peer feedback via Skype, 74 participants in the experimental group reflected highly that online peer feedback was strongly different from traditional peer review (in-class peer response) with 71.6% voted for option “MUCH”, which occupied the highest number in the given table. Additionally, twelve percent of students provided the “AVERAGE” view with the treatment. Interestingly, only 4% of participants indicated that online peer feedback was a bit different from in-class peer review.

To collect more quantitative data, the study conducted a questionnaire survey comprising of 10 statements. The purpose of the questionnaire survey was to find out that to what extent online peer feedback by using Skype affected EFL learners’ writing skill. The options were formed into four main degrees. As below-presented in Table 6, there was a detailed analysis of questionnaire with 10 questions relating to the theme “**the effect of learning writing via Skype**”. All answers were interpreted by SPSS tool: (*valid 1 = Strongly agree/ valid 2 = agree/ valid 3 = disagree/ valid 4 = strongly disagree*)

**Statement 1**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	13	17.6	17.6	17.6
2.00	59	79.7	79.7	97.3
3.00	2	2.7	2.7	100.0
Total	74	100.0	100.0	

Table 6: A detailed analysis on questionnaire survey

**Statement 2**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	28	37.8	37.8	37.8
2.00	31	41.9	41.9	79.7
3.00	12	16.2	16.2	95.9
4.00	3	4.1	4.1	100.0
Total	74	100.0	100.0	

**Statement 3**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	12	16.2	16.2	16.2
2.00	18	24.3	24.3	40.5
3.00	34	45.9	45.9	86.5
4.00	10	13.5	13.5	100.0
Total	74	100.0	100.0	

**Statement 4**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	9	12.2	12.2	12.2
2.00	47	63.5	63.5	75.7
3.00	9	12.2	12.2	87.8
4.00	9	12.2	12.2	100.0
Total	74	100.0	100.0	

Statement 5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	12	16.2	16.2	16.2
2.00	18	24.3	24.3	40.5
3.00	39	52.7	52.7	93.2
4.00	5	6.8	6.8	100.0
Total	74	100.0	100.0	

**Statement 6**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	10	13.5	13.5	13.5
2.00	58	78.4	78.4	91.9
3.00	5	6.8	6.8	98.6
4.00	1	1.4	1.4	100.0
Total	74	100.0	100.0	

**Statement 7**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	8	10.8	10.8	10.8
2.00	61	82.4	82.4	93.2
3.00	3	4.1	4.1	97.3
4.00	2	2.7	2.7	100.0
Total	74	100.0	100.0	

**Statement 8**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	16	21.6	21.6	21.6
2.00	51	68.9	68.9	90.5
3.00	7	9.5	9.5	100.0
Total	74	100.0	100.0	

**Statement 9**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	9	12.2	12.2	12.2
2.00	60	81.1	81.1	93.2
3.00	4	5.4	5.4	98.6
4.00	1	1.4	1.4	100.0
Total	74	100.0	100.0	

**Statement 10**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	3	4.1	4.1	4.1
2.00	68	91.9	91.9	95.9
3.00	3	4.1	4.1	100.0
Total	74	100.0	100.0	

As planned in the procedure, each of all 74 participants in the experimental group was delivered a note-sheet at the first day of the treatment period. The purpose was to collect their opinion about factors affecting significantly to their writing learning with online peer feedback with Skype. All note-sheets were recollected at the final day of the tenth week. Then, I categorized all answers in their note-sheets into some common factors listed in note-sheets. The Table 9 below showed all factors that 74 participants noted down in their note-sheets within 10 weeks.

**Common Factors collected from note-sheets**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less confidence	3	4.1	4.1	4.1
Anxiety	6	8.1	8.1	12.2
Boredom	2	2.7	2.7	14.9
Complex Opinions	6	8.1	8.1	23.0
Overwhelmed with rules	7	9.5	9.5	32.4
Making mistakes	14	18.9	18.9	51.4
Teacher's feedback is more believable	20	27.0	27.0	78.4
Time constraint	5	6.8	6.8	85.1
Around distraction	6	8.1	8.1	93.2
Internet disconnection	3	4.1	4.1	97.3
Less Patience	2	2.7	2.7	100.0
Total	74	100.0	100.0	

Table 7. An analysis of factors collected from note-sheets

As can be presented, there were 11 factors collected from note-sheets in total. All 74 participants expressed their view of what factors might impact significantly to the effectiveness of writing performance through online peer review with Skype. To be particular, all the answers were not exactly the same word, however, with the same themes or wordform, and even synonyms.

Based on that, I collected all answers that had the same themes or meaning and then classified them into one group together. The most popular contributor was “teacher’s feedback is more believable” with 27% of participants reporting in the note-sheets while the second one belonged to “making mistakes” which accounted for 18.9% of total.

The other factors were almost under 10%. ‘Internet disconnection’ and ‘less confidence’ had the same percentage of 4.1%. Meanwhile, 8.1% were shared the same place with three factors found from note-sheets, namely “anxiety”, “complex opinions”, and “around distraction”. Ranking the third position was “overwhelmed with rules” making up 9.5% of total. Finally, “boredom” and “less patience” shared the same place but lowest with only 2.7% at total as analyzed.

Following this, to examine the significance of the treatment within 10 weeks, post-test in the form of a writing test was distributed to 148 participants. The test results marked by co-teachers were interpreted by SPSS to see the difference between two groups:

**Scores of writing test (post-test)**

			group		Total
			control	experimental	
Scores of writing test (post-test)	0-1	Count	0	1	1
		% within group	0.0%	1.4%	0.7%
	1-2	Count	6	4	10
		% within group	8.1%	5.4%	6.8%
	2-3	Count	32	8	40
		% within group	43.2%	10.8%	27.0%
	3-4	Count	24	31	55
		% within group	32.4%	41.9%	37.2%
	4-5	Count	12	30	42
		% within group	16.2%	40.5%	28.4%
Total		Count	74	74	148
		% within group	100.0%	100.0%	100.0%

Table 8: Results of writing test (post-test) of both group

Having a glance at the Table 8, it is obviously seen that the participants in the experimental group did the writing test better than those who were from the control group.

The number of participants achieving 5 accounted for 40.5% of total, which was much higher than the control group. Meanwhile, the percentage of students receiving scores ranging from 2 to 3 was the highest with 43.2%, representing over a half of the population in the control group.

The number of participants in the control group having scores ranging from 4 to 5 just occupied 12 individuals, with 16.2% of total.

Moreover, the table above showed that the total number of participants in the experimental group receiving 2 and 3 declined significantly, which proved that they improved writing skill considerably. Whereas, students from the control group achieving 2 and 3 had the highest number with 32 individuals, occupying nearly a half.



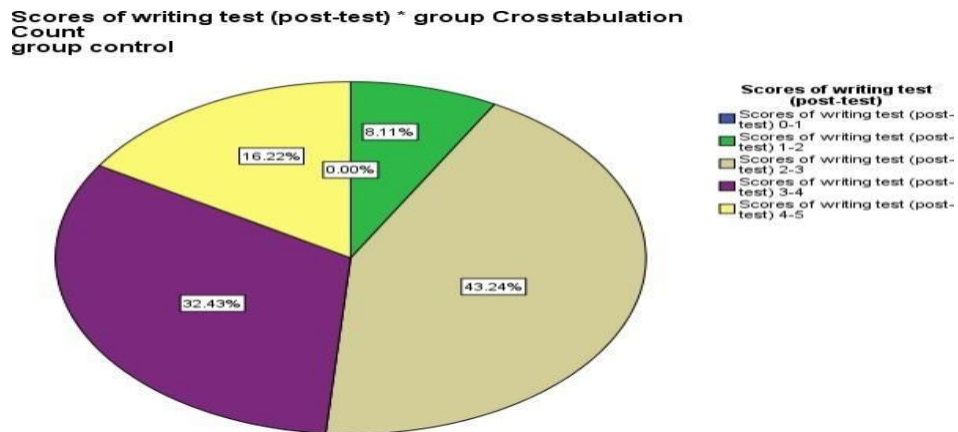


Fig. 5: Results of writing test (post-test) from control group

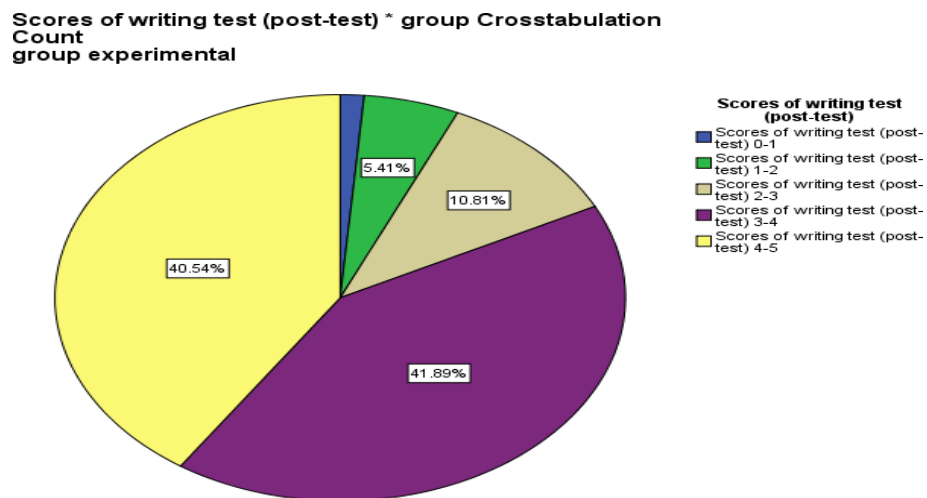


Fig. 6: Results of writing test (post-test) from experimental group

## CHAPTER 5

### RESULTS AND DISCUSSION

This chapter reported findings from analyzed data which was collected by research instruments. Also, this chapter showed how the findings related to what have been found in the literature review. Finally, discussion was presented at the end.

#### *A. FINDINGS FROM PRE-TEST*

Referring to grammar section of the test, as reported from the data analysis session, the results from pre-test section provided relatively expected outcomes. Before carrying out the study, 148 participants after being collected were examined the level by referring their writing scores at Grade 10. From that reference, I found all students were weak at writing skill reflected by final scores of the semester. As cited in the literature review session, the previous competence of writing skill from these students was steady. When pre-test section was finished, the study found that the results were as expected as what has been mentioned before.

Particularly, the number of students achieving under 5 correct answers of both groups exhibited the same figure with 34 for control group and 33 for experimental group. These figures were significant because they reflected that roughly a half of the population were problematic with grammar. The total percentage of both groups receiving 10 or under was strongly high, which accounted for over 90% of the population. This indicated that these students were the same level of grammar as each other. The purpose of this grammar test was to recheck their level at the beginning. All results interpreted by SPSS demonstrated similar findings as what has been done in previous studies. The percentage of participants receiving low scores in both groups was elucidated with the largest segments (see Figure 1 and Figure 2).

Apart from grammar section, a writing test showed additionally interesting results. First, the percentage of participants in both group with 3 points had the same rate with 24.3%, this indicated that their writing skill was not too good. Besides, the majority of the population under 3 represented higher percentages, with 52.7% of total for the control group and 39.2% for the experimental group. The performance of percentages from writing scores illustrated the steadily and nearly fair slices (see Figure 3 and Figure 4). To explore the reasons why the writing scores were low, I did statistics on mistakes extracted from their writing papers and interpreted by SPSS. The results showed that all 74 participants of the control group found all 5 areas problematic (see Table 3), and the case was equivalent from the experimental group (see Table 3). As mentioned in previous published works, five areas that students should have for developing writing skill included grammar, spelling, vocabulary, connecting words and punctuation. However, both groups had steadily high number of mistakes which directly affected their writing scores.

#### *B. FINDINGS FROM INTERVIEW*

Results from the interview responded positive perspective about online peer feedback. As asked about the difference between online peer response and in-class peer response, 71.6% of participants reported that they felt that online peer feedback highly differed from traditional peer feedback. From this result, it can be conducted that the participants defined online peer feedback as a newly-born and positive tool to learn writing and they believed that this method can help them improve writing scores significantly. Only 5.4% of interviewees said that there was no difference between two techniques. The reported result was insignificant, so this proved the treatment had a huge impact to the majority of participants.

### *C. FINDINGS FROM QUESTIONNAIRE*

As presented in the literature review, the effect of online peer feedback with Skype was emphasized. To explore more on experimental group after the treatment, the questionnaire survey was undertaken to find out how online peer review with Skype affected the participants' writing performance. On the questionnaire survey "**The effect of learning writing via Skype**", 79.7% of participants reported that Skype became a great means of learning writing. Meanwhile, only 2.7% did not approve with the method. Likewise, I found that 63.5% said that Skype can be also used to learn writing techniques, occupying 47 individuals that approved. Moreover, the result revealed that 78.4% of participants agreed that the treatment provided them with more independent opportunities to interact with their peers than regular classrooms did with a strong high number of 58 individuals. Besides, 82.4% of people agreed that the treatment actually encouraged them in learning. Similarly, Skype assisted them in adding, removing, and restoring materials while learning online peer feedback with 81.1% approved. Noticeably, 91.9% of students agreed that the treatment was flexible for schedule. From those justification, it is obviously indicated that online peer feedback with Skype did affect their writing learning process.

### *D. FINDINGS FROM NOTE-SHEETS*

As presented in the literature, three core factors affecting the learning of writing with social tool were, firstly, students did not actually believe their peers' feedback, they almost trusted in teacher's feedback. Secondly, they were afraid of receiving the comments which were complicated to understand, affecting considerably to their writing performance. Finally, Internet disconnection was believed to hinder them from learning. To examine the previous work, note-sheets were used to collect their ideas of more factors affecting their learning of writing.

The results showed more factors, however interestingly, I found from my results that three factors mentioned in the literature appeared in the note-sheets (see more Table 7). Twenty participants noted down that they believed feedback from teacher rather than peer with 27%, making it the highest of total. Following this, "complexing opinion" factor accounted for 8.1% while 3% of them worried about the connection of Internet. Also, I found that 18.9% were afraid of making mistakes, creating a new factor with the second highest proportion.

### *E. FINDINGS FROM POST-TEST*

Finally, the study ended with the post-test in term of writing test, this stage was to examine the effectiveness of the treatment to see whether online peer feedback with Skype improved the participants' writing score. After analysis, the results exhibited that 82.45 of students received under and maximum scores ranging from 4 to 5, which occupied 61 individuals of the experimental population. Meanwhile, the majority of students in the control group still relatively remained the same at scores from 2 to 3 with 43.2%. From this table of results, it can be conducted that the treatment was actually significant for the case. The participants experienced writing learning by online peer feedback with Skype improved their writing score remarkably.

## CHAPTER 6

### CONCLUSION

This chapter presented a summary of main findings explore in this study. Also, limitations and future directions were reported together with recommendations section.

#### A. SUMMARY OF THE MAIN FINDINGS

In this study, online peer feedback was used as a technique to help EFL learners, particularly Grade 11 students at Vo Minh Duc high school, improve their writing skill which they found it hard to develop by themselves. From this purpose, to examine the effect of online peer feedback with Skype on Grade 11 Students at this case, three research questions were come up to explore the case. For research question 1 (How does online peer feedback differ from in-class peer feedback?), the results found in this study showed a clear picture that participants perceived the learning of writing by online peer feedback with Skype as a newly-born technique which not only encouraged them actively in writing learning process, but it also had an effectively huge impact on their writing performance. With the collected results, participants in the experimental group revealed that online peer feedback model was significantly different from in-class model, which proved that they were efficiently engaged into the technique. As cited in Literature review, “Corgan, Hammer, Margolies & Crossley (2004), as cited in Ertmer et al., 2015, emphasizes that using peer feedback in electronic environment provides many benefits, such as the flexibility of time, giving more chances for both assessors and assessees to give feedbacks, and forming community”, this was similar with what this study found from the results.

Referring to research question 2 “To what extent does online peer feedback by using Skype affect EFL learners’ writing skill?”, the questionnaire survey with 10 statements reflected that the majority of participants approved the effectiveness of online peer feedback on writing skill with Skype. They reported that the use of Skype together with online peer feedback not only increased the connection as well interaction between feedback providers and receivers, but it also raised their progress in learning writing. Furthermore, the beneficial impact of using online peer review with Skype made itself become more important, which stimulated EFL learners more significantly to learn writing in electronic environment with peer response. Noticeably, the scores from the post-test (see Table 8) indicated that experimental participants improved their previous mistakes (see back in Table 3 and Table 4).

Finally, to explore research question 3, the study expectedly found three factors that were presented in previously published studies, namely “belief on teacher’s feedback”, “complex opinions”, and “Internet disconnection”. Moreover, these factors occupied larger percentages than the other collected from note-sheets. This discovered that EFL learners at grade 11 in Vo Minh Duc high school were influenced by the same factors.

#### B. LIMITATIONS AND FUTURE DIRECTIONS

##### a) Limitations

This study just conducted at Grade 11 EFL students at a particular high school, it is therefore difficult to define whether online peer feedback with Skype can have any effect on high school students at Grade 10 and 12. Besides, the population in this study was large, this can be a burden for management. Also, a clear limitation this study might be the time. Administrators (teachers) and I found that the time for treatment was quite long up to 2.5 months which can impacted to their patience. With a large number of participants, distraction while learning online was a thing that we could not avoid. During the first and second week, for those who were not familiar with online peer feedback and were not fluent in using technological tool, Skype, were distracted relatively by others or lost patience. Another limitation would be not enough time for the training of using Skype for the treatment because students were not familiar to the

app.

b) Further directions

For further directions, there would be more time to train students how to use social tool in learning circumstance. This would, highly, facilitate learners in the treatment and also help them feel more confident with the use of technology in this era 4.0.

*C. RECOMMENDATIONS*

a) Recommendations for teachers

Teachers in this technological 4.0 era should adapt to the use of social tool, such as Skype, to engage students in learning more effectively. Great teachers understand that learning may take place everywhere. Skype is a fantastic technology that instructors should use to their maximum potential. Using Skype in the classroom may increase student engagement and offer them with new learning experiences. Educators all around the globe are embracing Skype to revolutionize their classrooms. Teachers may use Skype to provide their students with real, compelling, and inspiring learning experiences. Skype allows instructors to connect with classes all around the world, allowing students to share their experiences while learning about other cultures. It also allows professors to digitally bring in and connect pupils with various topic specialists. Despite the fact that Skype is a technological tool, its free version is increasingly being utilized by teachers and schools interested in the global education opportunity. Teachers also use Skype in novel ways to achieve instructional objectives. The videoconferencing feature of the program is useful since it allows you to link faculty members who speak different languages, organize virtual field excursions, and communicate with experts in other disciplines. Students may be able to apply what they learn in the classroom to real-life situations and accomplish additional learning objectives as a result of these encounters. Skype in the classroom is a free tool with a website that has been put up. It shows instructors how to make classes more communicative and appealing to students. Teachers may sign up for Skype in the Classroom, which allows students to meet new people, receive and upload homework, and exchange ideas.

b) Recommendations for students

From relatively expected results found in the study, students should take advantage of Skype as a facilitator with online peer feedback to reinforce writing skill. This technique not only improved scores and raises the remarked improvement of learners, but it also raises flexibility, connection and learning collaboration between students. Therefore, students should perceive the importance of Skype app and online peer review to create more progress for better writing performance.

**APPENDIX/APPENDICES**

## APPENDIX 1

<b>PRE-TEST</b>	
<b>A. Grammar Section (20 questions - 5 points)</b>	
<i>Full name:</i> .....	
<p><b>1. _____ shall I say is calling? (0.25 point)</b>  <b>A. Who</b>  <b>B. Whom</b>  <b>C. Whose</b>  <b>D. Who's</b></p>	<p><b>2. _____ hour ago we met _____ chemistry teacher. (0.25 point)</b>  <b>A. a / an</b>  <b>B. a / a</b>  <b>C. an / a</b>  <b>D. an / an</b></p>
<p><b>3. Sentences can be broken down into:. (0.25 point)</b>  <b>A. periods</b>  <b>B. predicates</b>  <b>C. objects</b>  <b>D. clauses</b></p>	<p><b>4. Cara and _____ are attending the seminar. (0.25 point)</b>  <b>A. me</b>  <b>B. I</b>  <b>C. myself</b>  <b>D. mine</b></p>
<p><b>5. There used _____ a shop here, but it closed 2 years ago (0.25 point)</b>  <b>A. to be</b>  <b>B. been</b>  <b>C. be</b>  <b>D. being</b></p>	<p><b>6. Amanda was not thinking well _____ that occasion. (0.25 point)</b>  <b>A. at</b>  <b>B. in</b>  <b>C. on</b>  <b>D. when</b></p>

<p><b>7. Love, courage, and childhood are examples of: (0.25 point)</b></p> <p><b>A. proper nouns</b></p> <p><b>B. abstract nouns</b></p> <p><b>C. relative nouns</b></p> <p><b>D. countable nouns</b></p>	<p><b>8. My car would not start _____Jenny's started immediately.(0.25 point)</b></p> <p><b>A. whereas</b></p> <p><b>B. though</b></p> <p><b>C. however</b></p> <p><b>D. nevertheless</b></p>
<p><b>9. We need six_____and three_____for the soup. (0.25 point)</b></p> <p><b>A. fungi / potatos</b></p> <p><b>B. fungus / potatoes</b></p> <p><b>C. fungis / potatoes</b></p> <p><b>D. fungi / potatoes</b></p>	<p><b>10. Adverbs can modify: (0.25 point)</b></p> <p><b>A. nouns</b></p> <p><b>B. adjectives</b></p> <p><b>C. pronouns</b></p> <p><b>D. sentences</b></p>
<p><b>11. The girl_____threw the pen was blond. (0.25 point)</b></p> <p><b>A. herself</b></p> <p><b>B. that</b></p> <p><b>C. which</b></p> <p><b>D. who</b></p>	<p><b>12. Those are all prepositions, except: (0.25 point)</b></p> <p><b>A. upon</b></p> <p><b>B. from</b></p> <p><b>C. so</b></p> <p><b>D. like</b></p>
<p><b>13. The other girls or Lenox _____ to blame. (0.25 point)</b></p> <p><b>A. is</b></p> <p><b>B. are</b></p> <p><b>C. were</b></p> <p><b>D. will</b></p>	<p><b>14. You work very hard. I'm sure you'll have no_____the exam. (0.25 point)</b></p> <p><b>A. difficulties of passing</b></p> <p><b>B. difficulty passing</b></p> <p><b>C. difficulties to pass</b></p> <p><b>D. difficulty to pass</b></p>

<p><b>15. The cat has _____ the canary. (0.25 point)</b>  <b>A. eat</b>  <b>B. eaten</b>  <b>C. ate</b>  <b>D. eated</b></p>	<p><b>16. Which of the following is NOT an article: (0.25 point)</b>  <b>A. a</b>  <b>B. it</b>  <b>C. the</b>  <b>D. an</b></p>
<p><b>17. Chairs _____ don't have cushions are uncomfortable for us to sit on. (0.25 point)</b>  <b>A. that</b>  <b>B. which</b>  <b>C. whose</b>  <b>D. where</b></p>	<p><b>18. My new glasses cost me the last pair I bought last month. (0.25 point)</b>  <b>A. more than three times</b>  <b>B. three times as much as</b>  <b>C. more three times than</b>  <b>D. as much three times as</b></p>
<p><b>19. Since the new boss took over, the company has become _____ increasingly. (0.25 point)</b>  <b>A. profit</b>  <b>B. profitable</b>  <b>C. profited</b>  <b>D. profiting</b></p>	<p><b>20. This will be just between you and _____. (0.25 point)</b>  <b>A. myself</b>  <b>B. I</b>  <b>C. me</b>  <b>D. mine</b></p>
<p><b>Test Taker's signature:</b>          .....</p>	<p><b>Score:</b>          .....</p>



**B. Writing Section (5 points)**                      **Full name: .....**

Write a paragraph about the traffic problems where you live, or in a town, or ina city you know well (at least 90 words).

.....  
.....  
.....  
.....  
.....  
.....

.....*ENDING*.....

**ANSWERS of PRE-TEST:****A. Grammar Section (20 questions – 5 points)**

1 - A	11 - D
2 - C	12 - C
3 - D	13 - A
4 - B	14 - B
5 - A	15 - B
6 - C	16 - B
7 - B	17 - A
8 - A	18 - B
9 - D	19 - B
10 - C	20 - C

**B. Writing Section (5 points)*****Rubric for writing:***

<b>Criteria</b>	<b>Point (s)</b>
Grammar	1
Vocabulary	1
Spelling	1
Punctuation	1
Connecting words	1

## APPENDIX 2

### *Questionnaire Survey*

**Research Question:** To what extent does online peer feedback by using Skype affect EFL learners' writing correction?

	Name: .....			
Statements	Level of Satisfaction			
	Strong Agree	Agree	Disagree	Strongly Disagree
1. Skype is a suitable technical medium for delivering and receiving academic writing assignments and tasks.				
2. The treatment provided me with several self-directed evaluation and decision-making tools for assignments.				
3. It is possible to use the system to grasp instructional materials and discussions.				
4. The treatment may be used to learn about writing techniques.				
5. The treatment was used to research the specifics of the writing tasks.				
6. It provided me with more independent opportunity to interact with my peers than regular classrooms did.				
7. The treatment encourages				

<p><b>me and is an excellent tool for studying academic writing.</b></p>				
<p><b>8. In writing, the treatment was helpful in defining complex academic concepts.</b></p>				
<p><b>9. The treatment assisted me in adding, removing, and restoring items in a visually pleasing manner.</b></p>				
<p><b>10. Because participants may attend home, scheduling is considerably more flexible, and it is more affordable and faster than in-person meetings.</b></p>				

**APPENDIX 3**

***INTERVIEW SHEET***

**Research Question:** How does online peer feedback differ from in-classpeer feedback?

<b>Full name:</b>				<b>Experimental Group</b>
<b>Time of Interview:</b>	at.....			
<b>Date of Interview:</b>				
<b>Question:</b>	How does online peer feedback differ from in-class peer feedback?			
<b>Options</b>	<b>LITTLE</b>	<b>AVERAGE</b>	<b>MUCH</b>	<b>NO</b>

**APPENDIX 4**

**NOTE-SHEET**

**Research Question:** What more factors can influence the use of Skype foronline peer feedback?

Full name: .....		Experimental Group
Date		Factors Affecting Your Writing Learning
.../...	2021	
.../...	2021	
.../...	2021	
.../...	2021	
.....	.....	.....

**APPENDIX 5**

**Post-test**

	<b>Control Group</b>
<b>Writing Test (Post-Test)</b>	<b>Full name: .....</b>
<i>Write a paragraph about your future career (at least 90 words)</i>	
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	
	<b>Experimental Group</b>
<b>Writing Test (Post-Test)</b>	<b>Full name: .....</b>
<i>Write a paragraph about your future career (at least 90 words)</i>	
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	

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