

Promoting Undergraduate Students' Writing Ability Using English Writing Active Learning Activities

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Article information	Abstract
Article history: Received: 2 Sep 2023 Accepted: 8 Sep 2025 Available online: 18 Sep 2025	<i>This research aims to examine the results of using English writing active learning activities to promote students' writing abilities and to explore the students' perceptions of the learning activities. The participants were 62 third-year English major students taking the Academic Writing course in the 1st semester 2022 at a university in Thailand. The research instruments included 1) English writing active learning activities integrating Think-Pair-Share, collaborative writing, peer review, and self-assessment activities into the writing process, 2) two writing tasks with rubrics, and 3) open-ended questionnaires for the participants' suggestions and perceptions on advantages and disadvantages of the learning activities. The participants' writing scores analysis indicated that active learning activities could promote students' writing ability. The writing scores of all participants reached the minimum requirements of the tasks, and most gained scores higher than 70 % of the total scores. The findings of the participants' perceptions from the open-ended questionnaires echoed these results. The English writing active learning activities were perceived as an effective learning process to promote their writing quality. Interestingly, it was revealed that English language proficiency affected peer review and self-assessment activities. Also, the participants reflected on some disadvantages of the activities that the teachers should realize when employing these activities.</i>
Keywords: Writing ability Active learning Think-Pair-Share Collaborative writing Peer review Self-assessment	

INTRODUCTION

The ultimate goal of an English teacher is to teach students to write in English effectively. This is because writing ability requires knowledge from different areas of language, including vocabulary, grammar, spelling, or even the nature of the target language. Saeheaw (2012) and So (2013) explain that to be successful in writing, students need multiple skills and knowledge in four areas including content, context, language system, and writing process knowledge. Due to this knowledge integration, writing is considered as one of the most challenging skills in English language teaching and learning.

Based on the researcher's experience teaching academic English writing for the 3rd year English major students in a university in Thailand, it was found that they still make common mistakes in writing such as misusing punctuation, spelling, and capitalization, and writing

incomplete sentences without subject, verb, or main clause. More importantly, the students write English using the structure of the Thai language, which is their mother tongue. The students often do not realize their own mistakes. They do not know or cannot identify the errors in their tasks. This is in line with the previous studies that revealed Thai students encountered difficulties in grammar, spelling, punctuations, and vocabulary (Lun et al., 2020). They also could not write in English well because they did not notice different nature of Thai and English languages such as word order and mechanism (e.g., punctuation and capitalization) (Nguyen & Suwannabubpha, 2021).

Apart from students' insufficient essential knowledge, teaching and learning activities are also the factors of unsuccessful learning English writing. It is argued that teaching method, teacher roles, learning resources and environment can bring about low motivation to learn English writing and impede learners' writing improvement. In general, the setting of teaching methods and learning activities focuses on the requirements of the curriculum and the course syllabus. This shows the lack of students' involvement in designing the instructional practice. They, hence, do not sufficiently engage in teaching and learning (Al-Khasawneh, 2010).

The fact is that the more students engage in learning activities, the more they can improve their writing skills. Hence, active learning concept is a credible alternative for designing writing learning activities. Bell and Kahrhoff (2006) state that active learning includes any activity that gets students actively involved in the learning process in order to build knowledge and skills by completing instructor-directed tasks and activities. According to Dartmouth College (n.d.), in active learning writing class, teachers might ask students to lead discussion, make decision on writing assignments, teach their classmates, or collaboratively work with teachers to design course objectives and assessment.

The review of theoretical concepts and previous studies discovered that active learning activities appropriate for writing instructional process include Think-Pair-Share (TPS), collaborative writing, peer review, and self-assessment. The related studies revealed that TPS allowed students to define the topic they selected into concrete ideas, and that they could generate appropriate supporting ideas to support their topic sentence (Mundriyah & Parmawati, 2016). TPS involved students in individual thinking, group discussion, and sharing of their work. The students recognized and experienced active learning, leading to the development of high-level cognitive skills (Demirci & Duzenli, 2017). For collaborative writing, it resulted in the improvement of students' writing quality (Pham, 2021; Wonglakorn & Deerajviset, 2023). Collaborative writing gave students more opportunities to exchange opinions with their peers, so they could gain a richer pool of ideas and produce more accurate compositions (Wonglakorn & Deerajviset, 2023). Also, collaborative writing created a more motivating setting in the writing classroom (Pham, 2021). In terms of peer review, the activity could be an effective method for promoting students' writing ability and the quality of their written work (Baker, 2016; Chaktsiris & Southworth, 2019; Kustati & Yuhardi, 2014; Yalch et al., 2019). Peer review enabled students to get feedback from their peers on their draft paper and revise their work (Hansen & Liu, 2005; Kustati & Yuhardi, 2014). For self-assessment, it aims to create feedback that enhances one's own learning performance and outcomes (Andrade, 2018). Self-assessment could facilitate students to become independent learners and enhance their performance in English writing (Dhanarattigannon

& Thienpermpool, 2022). The activity motivated students to be openly aware and to address the problems in their writing, as well as to acknowledge their understanding of English language subjects, particularly in writing skills (Wisnu & Pradana, 2020).

A number of studies have used these four types of active learning in certain stages of writing instruction. However, the application of the activities throughout the writing process is rare. This research, hence, tried to integrate TPS activities in the preparing stage while collaborative writing was utilized in the writing stage, and peer review along with self-assessment were employed in the improving stage. The present study sheds some light on integrating those active learning activities in writing instructional procedures and learning paradigm is shifted from teacher center to learner center. Moreover, the study depicts the disadvantages of those active learning activities that teachers should be aware of when applying them to their writing class.

Research questions

1. To what extent can the English writing active learning activities promote students' writing abilities?
2. What are the students' perceptions of the English writing active learning activities?

LITERATURE REVIEW

Active learning

The word "active learning" has become an umbrella term describing pedagogy and strategies for teaching and learning (Bell & Kahrhoff, 2006; Huggett & Jeffries, 2021). It is any type of activity getting students actively engaged in the learning process to build understanding of facts and skills and to construct knowledge through the learning tasks or activities directed by the instructor. It is underpinned by the constructivism which focuses on the fact that an active learner is the constructor of his knowledge structure and understanding by actively engaging with the learning process (Bell & Kahrhoff, 2006; Cambridge Assessment International Education, 2020). Students develop abilities to select information, originate assumptions, and make decisions in the process of integrating learning experience into their existing cognitive structure. Learning is an active process in which students construct new ideas and concepts based on their past and present language knowledge.

Active learning involves three core principles. First, active learning should be student-centered. Active learning classroom activities are driven by students. Teachers might ask students to lead a discussion, make decisions on writing assignments, teach their classmates, or collaboratively work with teachers to design course objectives and assessment. Another principle is that active learning should provide students with an opportunity to collaboratively learn with peers and create learning communities. A community which is appropriately designed could help students to understand the community's expectations (Dartmouth College, n.d.). Lastly, an active learning environment requires teachers to share some parts of authority in classroom

with the students and provokes students to take more responsibility for their learning. It could transform passive students into active ones and encourage them to be self-regulated learners. Consequently, students' responsibilities are increased, and teachers are asked to be learning supporters instead of directors (Dartmouth College, n.d.; Utah Tech University, n.d.).

Think-Pair-Share

The TPS method was introduced by Lyman in 1981. It is one of the active learning activities which is designed to give all class members the opportunity to think and share their ideas. It is suggested that there are three steps through TPS activities (Cooper et al., 2021). First, students should be allowed to spend time thinking silently and take note of their ideas. Next, they should be given a chance to work in pairs or small groups to talk about their thoughts or ideas with their classmates. Finally, the ideas or issues that they discussed with their peers in pairs or in groups should be shared with the entire class by having some students present their answers. However, Zinveliu (2021) argues that when students work in pairs, they may waste their time on small talk that is not related to the learning activity. The teacher, therefore, should observe and help them to regain interest in the activity. Also, the sharing part could be an adversity for introverted or shy students. This can lead to unequal treatment and unaddressed needs, and voices and some points of view from some students may be excluded (Copper et al., 2021; Zinveliu, 2021).

In writing class, Mundriyah and Parmawati (2016) insisted that TPS activities enabled students to define the topic they chose into concrete ideas. Also, they could generate suitable supporting sentences to the topic sentences they wrote. They could write acceptable introductory paragraphs by providing general statement, and the students could write concluding paragraphs that reviewed the main points of the ideas. They could tolerably maintain the unity and the coherence in their essay. Additionally, the use of TPS could enhance the writing classroom environment, leading to a more favorable situation. Students became more motivated to participate in the writing class, as evidenced by their active efforts in gathering and utilizing relevant information materials to support their writing. Furthermore, TPS could be carried on by using technology. This was confirmed by the study of Demirci and Duzenli (2017) that the TPS facilitated through technology allowed collaborative writing and simultaneous observation of other groups' progress. The implementation of the TPS activity involved students engaging in individual thinking, group discussion, and sharing of their work. The students recognized and experienced active learning, leading to the development of high-level cognitive skills. However, the teacher should align the duration of the activity with the class hour, allocating extra time for the "share" stage, ensuring hardware readiness and assignment completion, having standby equipment available, and minimizing intervention but providing support for students who fall behind.

Collaborative writing

Collaborative writing involves the cooperation of two or more students who work together and share the workload equally in order to achieve specific learning. While students depend on their peers to successfully complete learning tasks, they are still accountable for their own learning. Collaboration occurs when students are motivated to achieve their learning objectives

by cooperating with each other rather than relying solely on the instructor. In collaborative writing students write a formal paper together. This activity assists students to learn and perform the stages of writing more effectively. It facilitates practicing writing and raises students' awareness of their own learning. Collaborative writing provides guidelines for writing in pair or small group to help each other in completing composition and critique on written work outcomes (Barkley et al., 2014; Luzet, 2013). According to Stroch (2013), collaborative writing includes several notable characteristics. There should be an extensive interaction between co-authors throughout the writing process. Also, decision-making and responsibility for producing the text are shared among the collaborators, and the outcome is a single, cohesive written text.

The results of the study by Pham (2021) revealed that collaborative writing contributed to the improvement of students' writing fluency, as measured by the word count in both collaboratively written and individually written papers. Ultimately, the students exhibited favorable attitudes towards collaborative writing due to the benefits they derived from these collaborative activities. Students found that engaging in collaborative writing enabled them to contribute more high-quality ideas to their essays. Additionally, they were able to learn from each other's writing styles, resulting in an overall improvement in their own writing skills. Furthermore, collaborative writing fostered a more motivating environment within the writing classroom. Wonglakorn and Deerajviset (2023) confirmed that collaborative writing provided students with more opportunities to exchange opinions with their peers, leading to a richer pool of ideas and ultimately resulting in more accurate compositions. Furthermore, students acquired a broader range of vocabulary through collaboration with their peers and online resources. Their confidence in writing paragraphs also increased, as evident in the differences between their initial drafts and subsequent versions in terms of time usage and word choice. Also, collaborative writing promoted a sense of comfort among students when working with their peers, especially in a context where social distancing is required.

However, it should be noted that working in groups of three may not be suitable for every situation. While some individuals believe that larger groups lead to more diverse ideas, it could be time-consuming to consider different perspectives. Moreover, collaborative writing may pose challenges for introverted students who are less inclined to engage in group activities (Wonglakorn & Deerajviset, 2023). Collaborative writing could also contribute to conflicts between writing partners because of personal learning style, stress and anxiety of language use ability, and problems of fairness in assigning responsibility to finish writing tasks (Sukirman, 2016).

Peer review

Peer review is an instructional activity for writing used to promote students' critical thinking skills and writing ability. Also, it is a strategy to have students actively engage in their own learning process. It employs students as each other's learning sources. In a peer review activity, students take roles and responsibilities in giving comments on the draft of other's writing task in written or oral format. Peer review in writing process focuses on enabling students to get feedback from their peers on the draft of their writing work (Hansen & Liu, 2005; Kustati &

Yuhardi, 2014). It builds students' awareness of language use, makes the connection between reading and writing, and improves the content of students' draft linguistically, semantically, and rhetorically (Kustati & Yahardi, 2014). Teachers could have students complete assignments such as essay or short paper, and could have them provide critical feedback and correct mistakes in content and grammar on their peers' work (Orjuela-Laverde & Chen, 2014).

Previous studies showed that peer review could serve as an effective approach for enhancing students' writing ability and the quality of their written work (Baker, 2016; Chaktsiris & Southworth, 2019; Do, 2023; Kustati & Yuhardi, 2014; Yalch et al., 2019). Students needed peer feedback as it enabled them to gain more understanding in the writing process and promote their knowledge for writing such as content organization and structure. Peer review also reduced students' workload in editing and revising their written work (Do, 2023). Moreover, students who participated in the peer-review process made more revisions at the level of meaning rather than surface-level changes (Baker, 2016). Student reviewers providing more critical feedback during the in-class peer review sessions received higher grades on their papers (Yalch et al., 2019). Peer review also advocated students to develop skills of time management as they learned that completing a draft paper and finishing peer review process early was beneficial for their final draft (Baker, 2016; Chaktsiris & Southworth, 2019). Baker (2016) confirmed that scheduling the peer-review date four weeks in advance proved to be an effective strategy in encouraging students to initiate their paper planning at least a month before the deadline. Hence, the majority of student writers submitted well-developed drafts. Moreover, Chaktsiris and Southworth (2019) explained that peer review helped students to develop resilience which is an ability to recover from negative feedback. When receiving feedback from their peers about their writing tasks, students needed to overcome anxiety and distress from the feedback. Also, they could handle initial anxiety because peer review allowed an open discussion between a student reviewer and a student writer.

Self-assessment

Self-assessment is a process in which students evaluate the quality of their work and their own academic abilities by using explicit criteria and make appropriate revisions (Andrade et al., 2010; Brown & Harris, 2013). The self-assessment activity obviously aims to create feedback that enhances one's own learning performance and outcomes (Andrade, 2018). As a result, it can be a formative assessment supporting students to recognize the strong and weak points in their work, and it enables students to improve their products (Andrade & Valtcheva, 2009).

Dhanarattigannon and Thienpermpool (2022) found that self-assessment could facilitate students in becoming independent learners and enhancing their performance in English writing. The active learning activity served as a valuable tool for improving writing skills through self-monitoring. It contributed to a positive attitude towards writing in English, the enhancement of appreciation for the subject, the development of self-confidence, and empowerment of one's own writing abilities. It was confirmed by the study of Wisnu and Pradana (2020) that self-assessment motivated students to openly acknowledge and address their problems within the classroom. It also heightened students' awareness of their understanding of English language subjects, particularly in writing skills. Additionally, self-assessment appeared to

enhance learners' motivation and self-esteem. However, it is recommended that the application of self-assessment is influenced by the teacher's involvement. Support may be necessary as not all students have confidence in assessing their own work, requiring guidance and assistance.

RESEARCH METHODOLOGY

Participants

The participants taking part in the implementation of the English writing active learning activities consisted of 62 students who enrolled in sections 1, 6, and 7 of the Academic Writing course. These sections were in charge of the teacher-researcher in the first semester of the academic year 2022 at a university in Thailand. They were selected through convenience sampling. The students were assigned to these sections by the Division of Education Service of the university. All participants were 21 years old, and they were third-year English major students. After Cycle One, 20 participants voluntarily answered the questionnaire to give suggestions for improving the writing active learning activities. After Cycle Two, all participants completed the questionnaire about advantages of the active learning activities. However, there were 31 participants who willingly answered the questions of the disadvantages of the TPS activities while only 15 participants expressed their perceptions on the disadvantages of collaborative writing, peer review, and self-assessment activities.

Instruments

The English writing active learning activities

The English writing active learning activities in the present study were developed by the researcher. The writing instructional process was derived from the synthesis of writing process proposed by three scholars (Blanchard & Root, 2017; Dietsch, 2006; Murray, 2002). The writing process consisted of three stages: preparing, writing, and improving. Four types of active learning activities were selected because these activities could encourage and enrich learning in writing classroom. TPS activities were applied to the preparing stage while collaborative writing was utilized in the preparing and writing stage, and peer review along with self-assessment were used in the improving stage. The learning activities were briefly presented in Figure 1.

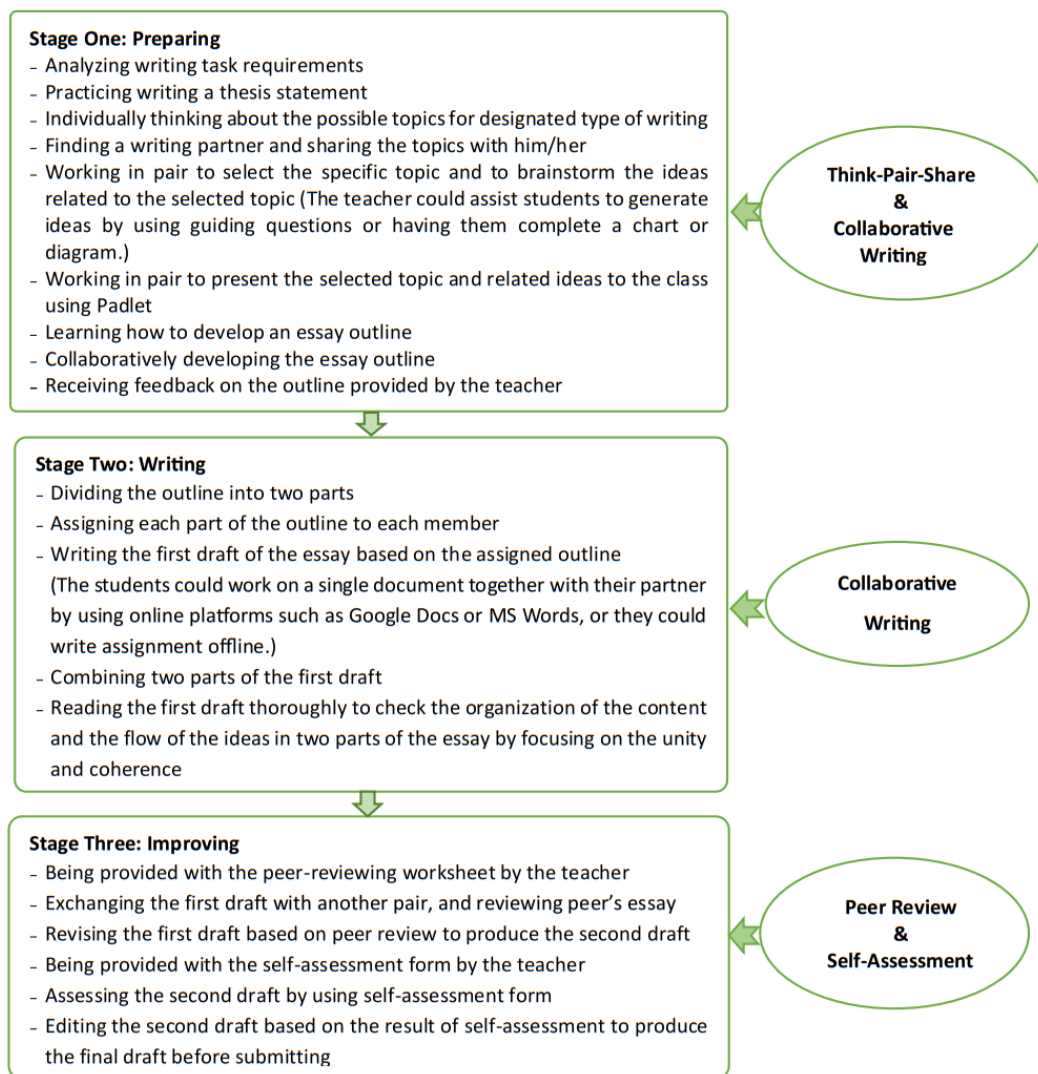


Figure 1 The writing learning process of the English writing active learning activities

The writing learning activities were evaluated by three experts in the fields of English language teaching. They conducted the educational measurement and evaluation of the dimensions of the appropriateness of the language used in the description of learning procedures, the appropriateness of a sequence of the learning activities in each stage, the congruence between the learning activities, the purposes of each stage, and the alignment of active learning activities integrated in learning procedures and the purposes of three stages. The experts' evaluation results, using IOC, were .92 indicating a high value.

The English writing active learning activities were implemented in part two of the Academic Writing course, a compulsory subject for the third-year English major students. This course focuses on students' academic writing and is divided into two main parts. The first part aims to prepare students to compose their own written work by providing them with the basic knowledge of academic writing including characteristics and principles, academic language

features, citations and references, and avoiding plagiarism. In part two, the main focus is writing an essay which is the most basic type of student academic writing. The students learn essential knowledge such as the essay components (i.e., introductory, body(ies) and concluding paragraphs), essay structures and organization, unity and coherence, and how to write a thesis statement. To meet the course requirements, students are required to work in pairs to compose two writing assignments. The grading criteria of the course are as follows: 0-49 % = fail, 50-59 % = poor, 60-69 % = fair, 70-79 % = good, and 80-100 % = excellent.

Open-ended questionnaires

1. The questionnaire for students' suggestions on the learning activities

The first set of open-ended questionnaires required the participants to give suggestions on the English writing active learning activities after research Cycle One. The questionnaire consisted of three questions: *1) What are your suggestions to improve the preparing stage of the writing learning activities? 2) What are your suggestions to improve the writing stage of the writing learning activities? and 3) What are your suggestions to improve the improving stage of the writing learning activities?* The questions were evaluated by three experts and IOC value was 1.00.

2. The questionnaire for students' perceptions of the English writing active learning activities

Another questionnaire was used to explore the participants' perceptions on the advantages and disadvantages of the active learning activities integrated into each stage of the writing learning activities after research Cycle Two. The questionnaire was comprised of six questions including *1) What are the advantages of the learning activities in the preparing stage of writing learning activities? 2) What are the disadvantages of the learning activities in the preparing stage of writing learning activities? 3) What are the advantages of the learning activities in the writing stage of writing learning activities? 4) What are the disadvantages of the learning activities in the writing stage of writing learning activities? 5) What are the advantages of learning activities in the improving stage of writing learning activities? and 6) What are the disadvantages of the learning activities in the improving stage of writing learning activities?* The questionnaire items were evaluated for the content validity by three experts and the results of IOC evaluation were .89.

Writing tasks and scoring rubrics

Two writing tasks were employed to evaluate students writing ability after each research cycle. Task one was to write a four-paragraph comparison and contrast essay, and Task two was to write a five-paragraph argumentative essay. These two types of essays were assigned to students based on the agreement of the teaching team of the Academic Writing course. The comparison and contrast essay was chosen due to its significance in developing both writing and analytical skills (Woods, 2021). According to the Revised Bloom's Taxonomy, the ability to compare and contrast is an analytical skill, categorized as one of the higher-order thinking skills (Andreev, 2023). For an argumentative essay, it was selected because argumentative

writing widely appears in academic and other fields such as politics, sciences, and business. An argumentative essay requires an ability to convince others that the author's points of view on a topic are correct, so creating a good argument is a vital skill for both inside and outside of classroom (Meyers, 2014). Also, argument is classified as an evaluation skill which is another one of the higher-order thinking skills based on the Revised Bloom's Taxonomy (Andreev, 2023).

The analytic rubrics for scoring the writing tasks were adopted from the study of Sriwichai (2017). Weigle (2002) explains that the analytic rubric provides the rater with clear criteria for students' writing performance in different dimensions of detail. The rubrics assess the students' ability to write a comparison and contrast essay and an argumentative essay in four main aspects: content and organization, vocabulary, language use, and mechanics (see Appendix A). The prompts of the writing tasks and scoring rubrics were evaluated by three experts using IOC and the results of validity analysis reflected the high validity at .96.

Research procedures

The research was conducted during the 1st semester of the academic year 2022 after the ethic approval of Ethical Considerations Involved in Research on Human Subjects. The research procedures were based on the cyclical action research model proposed by Kemmis and Mc Taggart (cited in Burns, 2010), including planning, acting, observing, and reflecting stages. In Cycle One, the students learned to write a comparison and contrast essay. At the end of the cycle, the participants voluntarily provided suggestions for the improvement of the learning activities through the open-ended questionnaire. For research Cycle Two, they learned to write an argumentative essay. After completing Cycle Two, the participants who were willing to reflect on their perceptions on the advantages and disadvantages of the learning activities responded to an open-ended questionnaire. The teacher-researcher met the participants once a week (3-4 hours), and each cycle took three weeks. In other words, in one cycle, the researcher met the participants three times, and overall, they met six times or six weeks. The procedures were as follows:

Table 1
Research procedures

Cycle One	
Planning	<ul style="list-style-type: none"> • The students' problems with English writing were reviewed. • The concept of the active learning and writing process were studied and reviewed. • The writing activities were developed. • The developed writing activities were evaluated by three experts. • The writing activities were revised based on the experts' comments.
Acting	<ul style="list-style-type: none"> • The participants were informed on the research background information such as the research's title, objectives, and brief procedures, and that the participation in the study did not affect their grade and learning achievement in this course. • The English writing active learning activities were implemented to teach how to write comparison and contrast essays for 3 weeks.
Observing	<ul style="list-style-type: none"> • The participants were assigned to complete task one, a comparison and contrast essay. • The open-ended questionnaire was distributed through an online platform (Google Form) to explore the participants' suggestions on the English writing active learning activities.

Cycle One	
Reflecting	<ul style="list-style-type: none"> The writing tasks were assessed based on the rubric to reflect the outcomes of the English writing active learning activities on the students' writing ability in four dimensions: content & organization, vocabulary, language use, and mechanics. The students were given feedback on their writing task by the teacher. The participants' suggestions on the learning activities from the questionnaire were analyzed to reflect the flaws of the learning process.
Cycle Two	
Planning	<ul style="list-style-type: none"> The participants' learning outcomes from research cycle one and their suggestions for revising the writing learning activities were studied. The learning activities were revised based on the outcomes and the participants' suggestions from research Cycle One.
Acting	<ul style="list-style-type: none"> The English writing active learning activities were implemented in teaching how to write an argumentative essay for 3 weeks.
Observing	<ul style="list-style-type: none"> The participants were assigned to complete task two, an argumentative essay. The open-ended questionnaire was distributed through an online platform (Google Forms) to explore the participants' attitudes toward the advantages and disadvantages of the English writing active learning activities.
Reflecting	<ul style="list-style-type: none"> The writing tasks were rated based on the rubric to investigate the students' writing ability in four dimensions: content & organization, vocabulary, language use, and mechanics. The questionnaire was analyzed to explore the participants' attitudes toward the advantages and disadvantages of the English writing active learning activities.

Data analysis

The students' writing scores from writing tasks were analyzed using the percentage to observe students' writing abilities. The students' essays were rated by two raters. Then, to minimize bias in grading the students' work of two raters, inter-rater reliability was verified by using Intraclass Reliability Coefficients (ICC) of each aspect with 95% confident intervals based on a mean of k raters (two raters), absolute-agreement, and two way mixed-effects model. The results of verification were reported in the following tables.

Table 2
The results of ICC estimation in each aspect of students' essays in Cycle One
(Writing a comparison & contrast essay)

Aspects of Evaluation of Students' Essays		Intraclass Correlation	95% Confidence Interval		F Test with True Value 0			
			Lower Bound	Upper Bound	Value	df1	df2	Sig
Content & Organization	Average Measures	.820	.573	.919	6.709	30	30	.000
Vocabulary	Average Measures	.725	.438	.866	3.724	30	30	.000
Language Use	Average Measures	.848	.660	.929	7.539	30	30	.000
Mechanics	Average Measures	.819	.627	.913	5.484	30	30	.000

$P = 0.05$

According to Table 2, the ICC values of content & organization were at .820, language use was at .848, and mechanics at .819. According to Koo and Li (2016), it was indicative of good

reliability in these three aspects. However, the ICC value of vocabulary was at .725, reflecting moderate reliability between the two raters' evaluation of students writing tasks.

Table 3
The results of ICC estimation in each aspect of students' essays in learning Cycle Two
(Writing an argumentative essay)

Aspects of Evaluation of Students' Essays		Intraclass Correlation	95% Confidence Interval		F Test with True Value 0			
			Lower Bound	Upper Bound	Value	df1	df2	Sig
Content & Organization	Average Measures	.842	.072	.951	13.357	30	30	.000
Vocabulary	Average Measures	.742	.461	.876	3.787	30	30	.000
Language Use	Average Measures	.789	.330	.916	6.845	30	30	.000
Mechanics	Average Measures	.944	.884	.973	17.522	30	30	.000

$P = 0.05$

Table 3 shows, that the ICC of mechanics was the highest value at .944, indicating excellent reliability. The ICC values of content & organization, and language use indicated good reliability with .842 and .789, respectively. For vocabulary, the ICC value indicated moderate reliability at .742. In summary, ICC values of the students' scores rated by two raters in four aspects were excellent, good, and moderate level of reliability.

The data from the open-ended questionnaires was analyzed using the thematic analysis. The data was transcribed and translated into English. Then, it was read and analyzed line-by-line to find the emerging theme and gave each main theme the code. After identifying and coding the themes, the emerged features found in the data were coded and categorized into each main theme by two raters.

FINDINGS AND DISCUSSIONS

In the present research, the English writing active learning activities were implemented in two cycles. The findings were as follows:

The findings of students' writing abilities in Cycles One and Two

The assignment of Cycle One was a compare and contrast essay while the task of Cycle Two was an argumentative essay. The students' tasks were rated in four main aspects, including contents and organization (i.e., introductory paragraph, body paragraphs, conclusion, and overall organization), vocabulary, language use, and mechanics. The total score was 28 points. In cycle one, all students' scores were higher than 50% of the total scores (14/28). There were 8 pairs of students who gained 55 %-70 % (15.5-19.5 points) of the total scores. Most students (23 out of 31 pairs) obtained 70% and over of the total scores. The scores of 13 pairs ranged from 71 %-80 % (20-22.5 points), and 10 pairs obtained 82 %-93 % (23-26 points). The mean score of Cycle One was 21.30 (76 %). Based on the assessment criteria of this course, the

minimum passing rate is 50 %. Therefore, this indicated that the English writing active learning activities advocated students to compose an essay that reached the minimum requirement (See Appendix B).

In Cycle Two, twelve pairs obtained 52 %-70 % (14.5-19.5 points). Nine pairs gained 71 %-80 % (20-22.5 points), and 10 pairs had 81 %-93 % (23-26 points). The mean score of Cycle Two was 21.18 (75.64 %). The writing scores in English writing learning Cycle Two reaffirmed that active learning activities could support students' writing knowledge acquirement. The scores of all pairs reached the passing rate (50 %) of the course, and most students (19 out of 31 pairs) gained 70% and over of the total scores (See Appendix B).

According to the research question one, "To what extent can the English writing active learning activities promote students' writing abilities?", the students' writing scores showed that the activities could enhance students' abilities to the level of fair, good, and excellent. However, the majority of students demonstrated writing abilities at good and excellent levels.

The results could suggest that active learning involves learners actively engaging with new information and ideas by relating them to their existing knowledge. Unlike passive learning, active learning focuses on active participation, critical thinking, and a more profound understanding of the subject matter (Cambridge Assessment International Education, 2020). Additionally, the active learning environment stimulated students to take more responsibility for their learning. It could transform passive students into active ones and encourage them to be self-regulated learners (Utah Tech University, n.d.). It was reaffirmed by the previous studies that active learning activities such as TPS, collaborative writing, peer review, and self-assessment supported students' writing ability enhancement (Andrade, 2018; Baker, 2016; Chaktsiris & Southworth, 2019; Demirci & Duzenli, 2017; Dhanarattigannon & Thienpermpool, 2022; Mundriyah & Parmawati, 2016; Pham, 2021; Wisnu & Pradana, 2020; Wonglakorn & Deerajviset, 2023; Yalch et al., 2019; Yuhardi, 2014).

TPS enabled students to generate a topic and related ideas to create relevant supporting sentences (Mundriyah & Parmawati, 2016), and engaged them in individual thinking, group discussion, and sharing of their work. This helped them develop high-level cognitive skills (Demirci & Duzenli, 2017). Collaborative writing provided students with more opportunities to exchange opinions with their writing partners, and enriched their ideas for writing. They, therefore, could produce more accurate compositions (Wonglakorn & Deerajviset, 2023). This created a more motivating writing classroom setting (Pham, 2021). While peer review allowed students to get feedback from their peers on their draft paper and revise their work (Hansen & Liu, 2005; Yuhardi, 2014), self-assessment enabled them to provide feedback on one's own learning performance and outcomes (Andrade, 2018). Self-assessment facilitated students to become independent and active learners (Dhanarattigannon & Thienpermpool, 2022) since the activity helped students raise awareness of their problems in their writing and improve their work (Wisnu & Pradana, 2020).

The findings of the students' perceptions on the English writing active learning activities

The students' perceptions on suggestions to improve the English writing active learning activities

At the end of Cycle One, the participants were asked to voluntarily give suggestions on active English writing activities, and 20 participants responded.

For TPS activities, they suggested that more time should be given for thinking and discussing topics or ideas for writing. Two responses exemplified it:

Time for discussing the topic for writing should be extended.

(Response 7)

The teacher should give more time to think about a topic or ideas before sharing.

(Response 10)

The participants were given 10 minutes for each activity in the think and the pair activity. However, they may not be familiar with the issue or topic of the assignment, so they needed more time to think or search for related information before sharing it with a partner. In the share with pair, even though the teacher gave the participants the freedom to choose their pair themselves, some students had no experience in working in pairs with a partner they selected before. Hence, it was possible to spend time on small talk to build familiarity with their partner before they started discussing, so they needed more time to share. Zinveliu (2021) explained that when students worked in pairs, they would inevitably engage in small talk that was unrelated to the activity, and it could result in wasted time. Based on these suggestions, they were given five more minutes for each activity in Cycle Two.

In the collaborative writing activity, the issue of having a choice of working individually or in pairs was mentioned. For example, a few participants suggested that:

Students should have a choice for doing individual or pair work.

(Response 5)

Writing assignments should be individual work to avoid conflict between the partners.

(Response 12)

Although some participants requested individual work for the next assignment, working in a team was a significant skill in this era. According to the Partnership for 21st Century Learning (2007), collaboration is one of the learning and innovation skills. The teacher continued using such activity in learning Cycle Two regarding collaborative skills enhancement. However, to reduce the conflict and create a more comfortable learning atmosphere, the students were allowed to change a partner at their convenience.

Regarding peer review, the participants suggested multiple rounds of peer review for their papers. One of them succinctly stated that:

Peer review should be carried out more than one round.

(Response 8)

Students should be allowed to exchange essays with peers from other sections.

(Response 15)

In addition, the exact deadline for peer review was suggested. It was commented that:

The exact deadline for peer-reviewing should be scheduled.

(Response 7)

The participants' suggestions showed that they perceived peer review as a fruitful activity to improve the quality of their composition. Thus, they needed more intense practice in this process. This was supported by previous studies stating that peer review could be an effective activity to promote students' writing ability and the quality of students' written work (Baker, 2016; Chaktsiris & Southworth, 2019; Do, 2023; Yalch et al., 2019; Yuhardi, 2014). Do (2023) suggested that the students needed peer feedback because the activity enabled them to understand the writing process and enhance their essential knowledge for writing such as idea organization, vocabulary, and grammar. Additionally, their suggestions setting the deadline were in line with the participants' perceptions on the disadvantage of peer reviewing. There was a complaint about a delayed review by their peers that led to a delayed submission. Baker (2016) revealed that due to the inclination of procrastination, setting the schedule for peer reviewing in advance was an effective way to help students set the timeline for their writing plan.

The students' perceptions on advantages and disadvantages of the English writing active learning activities

The participants' perceptions on advantages and disadvantages of the writing learning activities were examined using an open-ended questionnaire. However, giving responses was voluntary, so not all participants answered all questions. The findings from the questionnaires were reported as follows:

Advantages and disadvantages of TPS activities

All participants responded to the question in this section. The participants reflected that they had to search for information related to the topics they were interested in from different sources. Hence, their information-searching skills were developed. For example, one participant responded.

I have a chance to share my ideas with my friend and select the best topic for our pair. Then, we searched and checked information from different sources together.

(Response 61)

Also, sharing and exchanging ideas and information with their partners and classmates helped spark their ideas for selecting topics and writing supporting details. Some participants answered:

Sharing ideas with classmates helped spark new ideas for our task.

(Response 23)

Similarly, other participants stated:

We learned good examples of interesting topics. It helped us to make decision on our topic.

(Response 27)

I got a variety of information, which was very useful for my writing task. It helped widen our perspectives on the topic and supporting ideas.

(Response 56)

Using Padlet in the Share step was seen as an innovative method as they could present their work conveniently. They reflected that

It was an innovative method for sharing ideas with classmates.

(Response 18)

It was convenient and easy to share our answers with others and learn from them.

(Response 22)

Finally, embracing TPS activities in the preparing stage was perceived as enhancing learning enjoyment, and such a learning environment promoted inspiration for writing. For instance, it was mentioned:

The class becomes enjoyable because of sharing ideas and learning interesting or funny ideas from others.

(Response 62)

I gained inspiration for writing my own essay.

(Response 45)

However, 31 participants expressed opinions regarding the disadvantages of TPS activities. Some participants voiced their opinions that they had no freedom to select their own topic because they had to share their interests with their partner. They stated:

I could not think and choose a topic freely.

(Response 54)

It was difficult to select a topic because we had different ideas.

(Response 59)

Moreover, some disagreed with their partner's idea, but eventually, they selected the topic proposed by their partner because of avoidance of conflict. One participant expressed the feeling:

I had to write on the topic that I did not want to write about, but I did not want to have conflict.

(Response 60)

Another concern was about the lack of participation from some participants. It was revealed by one respondent that:

Some of my classmates did not share their ideas because they were not self-confident and felt shy.

(Response 39)

In the TPS activities, the participants were trained to express their thought, listen to the partner's opinions, and accept or argue with the partner. They learned classmates' thoughts through an online platform, so their perspectives were broadened. Also, their writing inspiration increased since discussing and sharing ideas with a partner and classmates created an enjoyable learning setting. These findings were asserted by Dorji and Chalermnirundorn (2021), suggesting that TPS activities fostered a sense of ownership in the team and boosted their motivation to work hard on the task. Moreover, the finding agreed with the previous study of Mundriyah and Parmawati (2016), which found that TPS activities could enrich the learning environment. Therefore, the students became more motivated to participate in the writing class, as evidenced by their active efforts in gathering and utilizing relevant information materials to support their writing. Furthermore, Demirci and Duzenli (2017) confirmed that using online technology in the sharing step brought positive outcomes in English writing classrooms. The students simultaneously observed other groups' progress and experienced and recognized the nature of active learning so they could develop high-level cognitive skills.

On the other hand, it could be seen that when the participants shared ideas with their partners to reach a consensus on the specific topic to write, they had to listen to each other's voices. Some perceived that they could not select the topic freely. Sometimes, both parties disagreed on the topic proposed by each other, and finally, one party conceded to the other's ideas. Therefore, their needs remained unmet. Moreover, some students may not participate in the whole class share. They silently observed their classmates' ideas. It could be due to low self-confidence or anxiety to present their ideas to the class. This meant not all students were involved in the shared activity. It was suggested that TPS activities could be difficult for introverted or anxious students, resulting in unequal treatment and unaddressed needs (Zinveliu, 2021). The Share could cause the exclusion of voices and perspectives from some learners (Cooper et al., 2021).

Advantages and disadvantages of collaborative writing activity

Collaborative writing was applied to the preparing and writing stages. After each pair shared their ideas with the class, they developed the essay outline together. When they finished their outline, they collaboratively produced a single essay. All participants responded to the question asking about the advantages of these activities. It is evident that the participants developed collaborative skills since they were trained to work in a team. For instance, they reported that:

I was being trained to work in a team and build relationships with my partner. We worked together to find weak points and improve our work.

(Response 24)

I experienced working together and exchanging ideas with others.

(Response 43)

Furthermore, the activities enabled them to build and strengthen relationships between partners because they had a chance to think and share ideas and experiences, write an essay, and check their work. One participant described that:

Collaboratively completing writing assignments brought us closer together. We got a better understanding of each other and task requirements.

(Response 26)

Another one stated:

Working in a team made us feel closer to each other. I learned to accept and listen to my partner's opinions.

(Response 50)

Additionally, it was perceived that the collaborative writing helped to reduce their workload. A pair shared a workload of doing assignments, so it took a shorter time to finish work, and they had more time to improve their work. The instances were found in the participants' responses that

Sharing responsibility for writing tasks with a partner could reduce my workload.

(Response 7)

It took a shorter time to finish an assignment because we shared workload, and had more time to think carefully about my work.

(Response 35)

Apart from that, they believed that their responsibility skills had been improved, for they were required to be responsible for writing an essay in the part that they were in charge of. For example, it was reflected that:

I had to be responsible for writing the essay on my part.

(Response 40)

I was trained to take responsibility for my own learning.

(Response 43)

In contrast, fifteen participants reflected disadvantages of collaborative writing through the questionnaire. Most participants reported that sometimes they and their partners had different ideas or content written in their part. Hence, when they combined two parts to form a complete essay, the content of the two partners was incompatible. This was clarified by some participants:

The content written by my partner and me was not compatible, so it was difficult to combine two parts to form the essay.

(Response 9)

Another one reflected:

Two parts of the first draft developed by my partner and I could not connect to each other because of incongruent ideas and contents.

(Response 12)

In addition, some participants stated that they had to do writing tasks solely since the partner was not responsible for writing their part. This could be found in the instances of the participants' responses reflecting that:

I had to work solely because my partner did not do their task.

(Response 8)

My partner was not responsible for their work.

(Response 11)

The conflict between them was built up because of incompatible ideas and a partner's dereliction. Some participants voiced their thoughts that:

Our different ideas caused conflict between us.

(Response 10)

Working in pair could cause conflict between us.

(Response 15)

Another problem was the mismatched timetable. The timetables of the two parties for discussing ideas and doing the writing task together face-to-face did not match. For example, it was reported:

It was difficult to make an appointment to work together because of the mismatch of my partner's timetable and mine.

(Response 2)

The advantages of collaborative writing were developing collaborative and responsibility skills, building and strengthening friendships, and reducing workload. Collaborative writing requires the collective effort of two writers to collaborate and share responsibility in producing a single piece of writing task (Storch, 2013). Hence, the activity could promote writing skills along with collaborative and social skills. Additionally, Pham (2021) and Wonglakorn and Deerajviset (2023) revealed that students had positive attitudes towards collaborative writing because engaging in this activity allowed them to contribute high-quality ideas to their writing tasks. They had more opportunities to exchange opinions with their peers and learn from others. This produced a richer pool of ideas, ultimately contributing to better compositions. Also, collaborative writing created a more motivating environment within the writing classroom.

Nevertheless, the disadvantages of the activity were incompatibility of ideas or contents, conflict between two partners, lack of partner collaboration, and mismatch of timetables. This was in congruence with Sukirman (2016), insisting that the disadvantages of collaborative writing could be the increase of stress, logistical problems, language use, conflict due to personal learning style, and problems of fairness. Another drawback of collaborative writing mentioned in this research was the schedule mismatch. Although the teacher introduced online platforms that could be used for collaborative writing without the pair's presence at the same place, some students desired face-to-face collaborative work with their partners. This meant that face-to-face interaction was necessary for them to complete a writing task. Dean (2022) explained that when having face-to-face interaction, learners could receive encouragement from their teacher and peers, so their performance and confidence were boosted.

Advantages and disadvantages of peer-review activities

In improving state, each pair exchanged their essay with another pair and reviewed the content, writing structure, and language use. Sixty-two participants' responses reflected the advantages of peer review. The participants stated that peer review made them recognize mistakes and weak points in their written work and improved it. For example, some of them insisted that:

The errors in the final draft were reduced as peers helped check it.

(Response 8)

Peers helped us to be aware of errors that we overlooked and correct them.

(Response 26)

Moreover, when reviewing their peers' work, their language knowledge, such as grammar structures, improved because they could practice using their knowledge. To illustrate, they stated:

It was a chance for me to practice using grammar knowledge to review others' work.
(Response 5)

To review peer's work, I have practiced using grammar knowledge to improve my language knowledge.
(Response 58)

Additionally, peer review activities were deemed to be the practice of reviewing skill. For example, some participants indicated that:

I have a chance to practice reviewing my peer's work.
(Response 8)

It could be the way to practice reviewing written work.
(Response 59)

Finally, it was stated they had an opportunity to establish relationships with other classmates who were the reviewers to enhance social connection. To illustrate, it was exemplified that:

It was good because I had a chance to talk with another pair about my essay so that I could build relationships with other classmates besides my partner.
(Response 34)

On the contrary, fifteen participants reflected on the disadvantages of peer review from the perspectives of both the essay authors and the reviewers. As authors, some participants stated that their peers had insufficient knowledge of grammar and essay structure, so there were mistakes in reviewing, and some mistakes in their work were not identified. For instance, the participants commented that:

I had got incorrect comments from peers on grammar and contents of my essay.
(Response 5)

Some peers may have a low level of grammar and writing structure knowledge, so this could make mistakes in my work.
(Response 10)

Another one revealed that:

Peers did not give enough comments or feedback, so I did not know how I could revise my work.
(Response 3)

As reviewers, some participants reported that it was difficult to identify the errors and give their peers comments. The instance of the answers described that:

I could not find errors and correct them for my peers. It's quite difficult.

(Response 13)

Moreover, this activity was time-consuming for the participants, so some of them could not finish reviewing and sending the essay drafts to the writers in time. As a consequence, the writers were late for submission. For example, they reflected:

My peers finished reviewing late. This led to my delayed submission of writing task.

(Response 1)

I had to wait for my peers. They took longer time to review than we expected, so I could not finish the task early.

(Response 12)

Based on the findings, the good points of peer review that the participants mentioned included improving the writing task quality, promoting language knowledge and reviewing skills, and enhancing social connection with other students. The findings highlighted the effectiveness of peer-review sessions and reaffirmed the previous studies. According to Barkley et al. (2014), peer reviewing could enhance students' critical editing skills and enable them to give feedback that helps others improve their written work before submission for grading. This was echoed by Baker's (2016) study. It was found that the students who participated in the peer-review process made more revisions at the level of meaning rather than surface-level changes. This was supported by Yalch et al. (2019), who said peer reviewing can be a practical approach to promoting students' grades on written assignments.

Conversely, peer review was time-consuming and challenging for the participants to identify errors and weak points in peers' essays. The activity required the participants to read and check their peer's drafts, discuss with their partners to reach an agreement on the comments, write the comments, or sometimes, they may need to talk to the writers for greater elaboration. Because of these characteristics, it could be a demanding activity that required both language proficiency and time from the participants as reviewers. The activity requires the students to use their language knowledge. However, if they were not confident in their ability or did not have adequate proficiency, they might not be able to reach the goal of the activity. Similarly, when the students think their peers do not have sufficient knowledge to review their work, they will not rely on their peers' reviewing. This discussion was supported by Muamaroh and Pratiwi (2021). The previous study found that the participants were not confident in their ability when they gave their friends feedback on essay writing. They were unsure whether they could give correct feedback, and they thought that their peers' feedback was not trustworthy and were afraid that their peers' feedback might be incorrect. Moreover, the participants in this study had not had experience reviewing their peers' work in the previous writing courses, so the unfamiliarity of the activity could be a burden for them. Kunwongse (2013) stated that peer reviewing could be time-consuming, especially if the students were unfamiliar with the activity.

Advantages and disadvantages of self-assessment activities

After finishing peer-reviewing and revising their first draft to produce the second draft, the students self-assessed their own work and revised the second draft to produce the final draft and submitted it to the teacher. All participants reflected the advantages of self-assessment. Most participants mentioned that they were given a chance to recheck and revise their work, so writing errors and weak points were minimized, and their essays had better quality. For instance, they claimed that:

It made me aware of my mistakes, and I could correct them before turning in.

(Response 32)

It was the time to review the second draft carefully so that I could produce better final draft.

(Response 44)

In addition, self-assessment was seen as a chance for reviewing and using their English language knowledge. One participant affirmed that:

I used English knowledge to check and correct each sentence, so this helped me to review what I had learned from the class.

(Response 53)

Furthermore, they believed that self-assessments promoted a sense of responsibility and self-confidence as they must be responsible for the completeness and correctness of their own writing process and product. For instance, they reported:

I had been trained to be more responsible to thoroughly self-check and correct my essay.

(Response 26)

Another one asserted:

After self-assessing the essay, I became more self-confident in the quality of my writing.

(Response 37)

On the other hand, fifteen responses reflected the flaws of self-assessment activities. The disadvantages included the inability to correct self-errors and weak points due to insufficient knowledge of the English language and essay writing. Because of this adversity, they could not identify and improve their own mistakes in their essay. To illustrate, they commented:

I could not find the errors in my essay, so I did not know how to revise it.

(Response 1)

I could not find all the mistakes in my work.

(Response 3)

It could be argued that generally, the participants viewed self-assessment as beneficial practice. The activity allowed them to improve the quality of their writing tasks. They concurrently reviewed language knowledge and nurtured a sense of responsibility for language correctness. After checking their work thoroughly and editing the weak points or correcting the mistakes, they gained more self-confidence in their writing ability. These findings echoed the study of Wisnu and Pradana (2020) which found that self-assessment encouraged students to openly address their problems in the English language and made them aware of their understanding of writing subject matter. Students became more self-motivated and had higher self-esteem after practicing self-assessment of their written work. Similarly, Dhanarattigannon and Thienpermpool (2022) insisted that self-assessment held significant promise as a tool to facilitate the learning process for EFL students. The activity enabled students to evaluate their writing effectively and enhanced their writing skills. Additionally, through the self-assessment process, students experienced a notable increase in their self-confidence regarding their writing abilities, resulting in a more positive attitude towards using self-assessment.

Nonetheless, there was a connection between English language proficiency and the ability to do self-assessments. The participants with limited knowledge of grammar and vocabulary could not identify their own mistakes. This was supported by Comert and Kutlu (2018), who discovered that students with low English proficiency did not benefit from the self-assessment activity because they could not identify and learn from mistakes.

CONCLUSIONS

The participants' writing scores analysis indicated that active learning activities could support English writing learning and promote writing abilities of most participants to reach good and excellent scales based on the grading criteria of the course. The advantages of TPS included developing creative thinking and information-searching skills, sparking ideas to write, creating enjoyable classroom settings, and increasing inspiration for writing. The disadvantages of the activities were lack of freedom for topic selection, disagreement on the topic between two partners, and lack of participation from all students. Collaborative writing was advantageous because it developed collaborative, communicative, and responsibility skills, building and strengthening friendships and reducing workload. The disadvantages of the activity were incompatibility of ideas or contents, conflict between two partners, and time mismatch. The advantages of peer review included improving the writing task quality, promoting language knowledge, and enhancing social connection. However, peer review was time-consuming, and it was difficult for the participants to identify errors in peers' essays. The strengths of self-assessment were improving the writing task quality and promoting a sense of responsibility and self-confidence. The weak point was students' inability to self-correction because of insufficient English knowledge. It was shown that English language proficiency affected peer review and self-assessment activities. The students with limited knowledge of English tended to be unable to review and assess the flaws and errors in the writing tasks.

Recommendations

In collaborative writing activity, certain participants tended to have conflicts with their partners because of the irresponsibility of their pair. To encourage students to take responsibilities for writing their section, the teacher may talk to each pair while giving feedback on the outline in the preparing stage. Also, after each learning cycle, the teacher may give them a choice to change their partner.

The findings of disadvantages of peer-reviewing showed that some participants finished reviewing their peer's papers late. Therefore, the schedule for the peer review deadline should be set to help encourage students to be responsible for their duties.

The students' attitudes towards English writing active learning activities should be explored by using interviews that can provide more insight into the strengths and weak points of those activities rather than using an open-ended questionnaire. Also, correlational research should be conducted to investigate the relationship between these two variables. It should be studied how peer review and self-assessment assist a reviewer and a writer to improve their writing skills.

Ethical considerations

This research was reviewed and approved by the University of Phayao Human Ethics Committee, and the certified number of approval is UP-HEC 2.1/061/65.

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Appendix A

Scoring rubrics

Scoring rubric for comparison and contrast essay

		4 Very Good	3 Good	2 Fair	1 Poor
Contents & organization	Introduction	The introduction is well-developed, and attractive to readers' attention. It includes interesting <u>background information</u> about two things being written about. The <u>thesis statement</u> mentions the topic (two things being compared and contrasted), and the controlling idea clearly shows that the essay is discussing the similarities and differences of two things.	The introduction is somewhat well-developed. The background information explaining the two things written about is included but fairly attractive to the reader. The <u>thesis statement</u> mentions the topic (two things being compared and contrasted), and it contains the controlling idea, but still needs more development to make it clearer.	The introduction is confusing. The background information regarding the subjects to be written about is included, but it is not attractive to the reader. The thesis statement is either hard to find or does not identify the topic (two things being compared and contrasted) and the controlling idea is not clear.	The introduction is very confusing. The background information is either irrelevant to the topic of the essay or lacking. There is no thesis statement.
	Body paragraph	Topic sentence is clear and focuses a paragraph around one point. Details and examples are clear, sufficient, and well-developed. 5 or more points of details or examples allow readers to understand the similarities and differences between two things being written about.	Topic sentence is clear and focuses the paragraph on one point. Details and examples are somewhat well-developed. 3 - 4 points of details or examples allow readers to understand the similarities and differences between two things being written about.	Topic sentence is not clear. Details or examples in the paragraph are unclear, irrelevant, or insufficient. Only 1 - 2 points of details or examples allow readers to understand the similarities and differences between two things being written about.	There is no a topic sentence. Most points of details and examples are too vague and/or off-topic. Details or examples do not allow readers to understand the similarities and differences between two things being written about. Or the content is not enough to evaluate.
	Conclusion	The conclusion is strong and effective. It clearly restates the thesis statement and summarizes the main similarities and differences between two things being compared and contrast. It leaves the reader with clear understanding of the topic.	The conclusion is understandable. It restates the thesis statement and summarizes the main similarities and differences between two things being compared and contrasted but not all.	The conclusion is confusing. The thesis statement is restated but just copying or using the same words used in the introduction. It does not cover all main similarities and differences between two things being compared and contrasted.	There is no clear conclusion, the paper just ends.
	Overall Organization	The essay is well-organized. All topic sentences and supporting sentences support and relate to the thesis statement. The paper is easy to follow and has smooth flow of ideas because of logical sequencing and appropriate use of transition techniques.	The essay is generally well-organized. Most topic sentences and supporting sentences support and relate to the thesis statement, but 1-2 sentence(s) is/are irrelevant. Most points are logically sequenced, but there are some problems of a connection between ideas. 2 - 3 points of the essay are choppy. 1 - 2 transitions are used inappropriately, or the paper needs more transitions.	There are problems with pattern of organization. There are 3-5 sentences irrelevant to the thesis statement. The ideas do not flow well and relationships between ideas are often unclear. The ideas are often not logically sequenced. 4 - 5 points of the essay are choppy. 3 or more transitions are used inappropriately, or the paper needs more transitions.	The writer does not show understanding of pattern of organization. The ideas are not organized in separate paragraphs. The essay is confusing and incomprehensible. It lacks unity and coherence.
Vocabulary		The writer uses wide range of vivid vocabulary to compare and contrast the subjects. There are only 1-2 errors of word form, choice, and usage.	The writer uses adequate range of vivid vocabulary to compare and contrast the subjects. There are 3-5 errors of word form, choice, and usage, but the meaning is not confusing or obscured.	The writer uses limited range of vocabulary to compare and contrast the subjects. There are 6-9 errors of word form, choice, and usage. The meaning is confusing or unclear because of the errors.	The writer uses very limited range of vocabulary to compare and contrast the subjects. There are 10 or more errors in word form, choice, and usage. The meaning of the text is incomprehensible and cannot be communicated.
Language Use		The writer effectively uses different types of sentences varying from simple to complex constructions. There is no fragment, run-on, and/or comma splice. There are only 1-2 errors of agreement, tense, number, word order, articles, pronouns, and prepositions.	The writer effectively uses simple sentence structure, but has minor problem in complex construction. There are 1-2 fragments, run-ons, and/or comma splice and 3-5 errors of agreement, tense, number, word order, articles, pronouns, and prepositions.	The writer has a major problem in simple and complex sentence constructions. There are 3-4 fragments, run-ons and/or comma splices, and 6-9 errors of agreement, tense, number, word order, articles, pronouns, and prepositions. The meaning of the text is confusing or unclear because of the errors.	The writer has poor knowledge of sentence construction rules. There are 5 or more fragments run-ons, and/or comma splice, and 10 or more errors of agreement, tense, number, word order, articles, pronouns, and prepositions. The text cannot communicate and is incomprehensible.
Mechanics		The writer shows mastery of conventions. There are only 1-2 errors of spelling, punctuation, and capitalization.	There are 3-5 errors of spelling, punctuation, and capitalization, but they do not obscure the meaning	There are 6-9 errors of spelling, punctuation, and capitalization, and the meaning is confusing or unclear because of errors.	The writer has poor knowledge of conventions. There are 10 or more errors of spelling, punctuation, and capitalization. The text is incomprehensible.

Total Score = _____/28

Comments:

Rater: _____ Date: _____



Scoring rubric for argumentative essay

		4 Very Good	3 Good	2 Fair	1 Poor
Contents & organization	Introduction	The introduction is well-developed, and attractive to readers' attention. It includes interesting <u>background information</u> about two things being written about. The <u>thesis statement</u> mentions the topic (two things being compared and contrasted), and the controlling idea clearly shows that the essay is discussing the similarities and differences of two things.	The introduction is somewhat well-developed. The background information explaining the two things written about is included but fairly attractive to the reader. The <u>thesis statement</u> mentions the topic (two things being compared and contrasted), and it contains the controlling idea, but still needs more development to make it clearer.	The introduction is confusing. The background information regarding the subjects to be written about is included, but it is not attractive to the reader. The thesis statement is either hard to find or does not identify the topic (two things being compared and contrasted) and the controlling idea is not clear.	The introduction is very confusing. The background information is either irrelevant to the topic of the essay or lacking. There is no thesis statement.
	Body paragraph	Topic sentence is clear and focuses a paragraph around one point. Details and examples are clear, sufficient, and well-developed. 5 or more points of details or examples allow readers to understand the similarities and differences between two things being written about.	Topic sentence is clear and focuses the paragraph on one point. Details and examples are somewhat well-developed. 3 - 4 points of details or examples allow readers to understand the similarities and differences between two things being written about.	Topic sentence is not clear. Details or examples in the paragraph are unclear, irrelevant, or insufficient. Only 1 - 2 points of details or examples allow readers to understand the similarities and differences between two things being written about.	There is no a topic sentence. Most points of details and examples are too vague and/or off-topic. Details or examples do not allow readers to understand the similarities and differences between two things being written about. Or the content is not enough to evaluate.
	Conclusion	The conclusion is strong and effective. It clearly restates the thesis statement and summarizes the main similarities and differences between two things being compared and contrast. It leaves the reader with clear understanding of the topic.	The conclusion is understandable. It restates the thesis statement and summarizes the main similarities and differences between two things being compared and contrasted but not all.	The conclusion is confusing. The thesis statement is restated but just copying or using the same words used in the introduction. It does not cover all main similarities and differences between two things being compared and contrasted.	There is no clear conclusion, the paper just ends.
	Overall Organization	The essay is well-organized. All topic sentences and supporting sentences support and relate to the thesis statement. The paper is easy to follow and has smooth flow of ideas because of logical sequencing and appropriate use of transition techniques.	The essay is generally well-organized. Most topic sentences and supporting sentences support and relate to the thesis statement, but 1-2 sentence(s) is/are irrelevant. Most points are logically sequenced, but there are some problems of a connection between ideas. 2 - 3 points of the essay are choppy. 1 - 2 transitions are used inappropriately, or the paper needs more transitions.	There are problems with pattern of organization. There are 3-5 sentences irrelevant to the thesis statement. The ideas do not flow well and relationships between ideas are often unclear. The ideas are often not logically sequenced. 4 - 5 points of the essay are choppy. 3 or more transitions are used inappropriately, or the paper needs more transitions.	The writer does not show understanding of pattern of organization. The ideas are not organized in separate paragraphs. The essay is confusing and incomprehensible. It lacks unity and coherence.
Vocabulary		The writer uses wide range of vivid vocabulary to compare and contrast the subjects. There are only 1-2 errors of word form, choice, and usage.	The writer uses adequate range of vivid vocabulary to compare and contrast the subjects. There are 3-5 errors of word form, choice, and usage, but the meaning is not confusing or obscured.	The writer uses limited range of vocabulary to compare and contrast the subjects. There are 6-9 errors of word form, choice, and usage. The meaning is confusing or unclear because of the errors.	The writer uses very limited range of vocabulary to compare and contrast the subjects. There are 10 or more errors in word form, choice, and usage. The meaning of the text is incomprehensible and cannot be communicated.
Language Use		The writer effectively uses different types of sentences varying from simple to complex constructions. There is no fragment, run-on, and/or comma splice. There are only 1-2 errors of agreement, tense, number, word order, articles, pronouns, and prepositions.	The writer effectively uses simple sentence structure, but has minor problem in complex construction. There are 1-2 fragments, run-ons, and/or comma splice and 3-5 errors of agreement, tense, number, word order, articles, pronouns, and prepositions.	The writer has a major problem in simple and complex sentence constructions. There are 3-4 fragments, run-ons and/or comma splices, and 6-9 errors of agreement, tense, number, word order, articles, pronouns, and prepositions. The meaning of the text is confusing or unclear because of the errors.	The writer has poor knowledge of sentence construction rules. There are 5 or more fragments run-ons, and/or comma splice, and 10 or more errors of agreement, tense, number, word order, articles, pronouns, and prepositions. The text cannot communicate and is incomprehensible.
Mechanics		The writer shows mastery of conventions. There are only 1-2 errors of spelling, punctuation, and capitalization.	There are 3-5 errors of spelling, punctuation, and capitalization, but they do not obscure the meaning	There are 6-9 errors of spelling, punctuation, and capitalization, and the meaning is confusing or unclear because of errors.	The writer has poor knowledge of conventions. There are 10 or more errors of spelling, punctuation, and capitalization. The text is incomprehensible.

Total Score = _____/28

Comments:

Rater: _____ Date: _____

Appendix B

Students' writing scores of Cycle One and Cycle Two

Students' Pair No.	Cycle One (Writing a comparison and contrast essay)		Cycle Two (Writing an argumentative essay)	
	Students' average total writing scores rated by rater 1 and rater 2		Students' average total writing scores rated by rater 1 and rater 2	
	Total (28 points)	Percentage (%)	Total (28 points)	Percentage (%)
1	22.5	80	22	79
2	16.5	59	24.5	88
3	19	68	22.5	80
4	22.5	80	19.5	70
5	24	86	22	79
6	23	82	22	79
7	20	71	23.5	84
8	20	71	23	82
9	21.5	77	16.5	59
10	24	86	23	82
11	18.5	66	19	68
12	20.5	73	19.5	70
13	19.5	70	17.5	63
14	22.5	80	23.5	84
15	15.5	55	24.5	88
16	24	86	22	79
17	26	93	21.5	77
18	21	75	16	57
19	25.5	91	25.5	91
20	24.5	88	22.5	80
21	23	82	19.5	70
22	21	75	21	75
23	22.5	80	21	75
24	19.5	70	14.5	52
25	20.5	73	19.5	70
26	23	82	19	68
27	21	75	25	89
28	16.5	59	19	68
29	22	79	26	93
30	24.5	88	24	86
31	16.5	59	18	64
\bar{x}	21.30	76	21.18	75.64
S.D.	2.73		2.90	