THE EFFECTS OF TEACHER INTERACTIVE FEEDBACK ON EFL STUDENTS' PARAGRAPH WRITING PERFORMANCE

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Abstract:
This study aims to investigate the effectiveness of using teacher interactive feedback (TIF) on students' paragraph writing performance. Furthermore, it examines students' attitudes towards this strategy. The study took place in a lower secondary school and used both qualitative and quantitative data. Participants were 86 students who were randomly assigned to the experimental group (EG) and the control group (CG). While students in the EG learned to write the paragraph utilizing the TIF, students in the CG learned to write the paragraph using the traditional technique. Before the intervention, students in both groups took a pre-test to gauge their level of writing proficiency. The results were then compared to relevant data. The experiment spanned eight weeks during which a post-test was then administered to students in both groups to evaluate their development, particularly that of the EG. To obtain insights into TIF, questionnaires and semi-structured interviews were conducted. The findings from the study demonstrated a considerable improvement in paragraph writing skills through interactive feedback (IF) and paragraph writing instruction. Additionally, the majority of students showed their enthusiasm towards learning to write using TIF and expected to continue practicing this strategy in the future.

Keywords: teacher interactive feedback, paragraph writing, proficiency

1. Introduction

Writing is one of the most difficult skills in learning English as a foreign language because it requires learners to become good at many aspects and spend extensive time practicing this capability (Chandler, 2003). The practice of paragraph writing with TIF offers a range of benefits that contribute to improved writing skills, increased engagement, confidence, and a positive attitude towards writing (Hedgcock & Lefkowitz, 1994). Students gain essential skills that serve them well beyond the classroom. Writing has increasingly

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become an essential factor in English nowadays, and English academic writing is authoritative and practical (Nguyen, 2020; Wa, 2021). However, writing, especially paragraph writing, is a sophisticated skill that requires students not only to have a good amount of vocabulary to express what they want to say but also to master grammar. Either vocabulary or grammar is a big problem for students because they lack vocabulary, structuring thoughts, grammar, and spelling (Nguyen & Pham, 2016). In addition, after finishing their writing, it is often difficult for them to fairly assess their own writing, but feedback from a good grader- a teacher should help them better recognize their own strengths and weaknesses as a writer so it's very important to get feedback from the teacher, and students will use feedback on their work to increase their competency (Barana, Conte, Fioravera, Marchisio & Rabellino, 2018).

For secondary school students, however, they often encounter some obstacles when learning to write paragraphs. The issue many people worry about when learning a foreign language- English is vocabulary. Lack of vocabulary is always a big concern for students when learning English because they can neither understand what others say nor state their views (Susanto, 2021). It is confusing to express their feelings if they do not have enough words to do that. Wa (2021) claims that a student's lack of language skills was the primary cause of their writing issues. The more vocabulary learners comprehend, the more straightforward they can express their thoughts. The second problem students rarely think of is the importance of writing in learning English. They often think that speaking and listening to English fluently and correctly is necessary for learning English because that will help them communicate with others well. They do not really know that one approach to expressing thoughts or ideas to others is through writing, and improving their writing skills can make it easier for them to master other English language skills (Nguyen, 2015). Through writing, students can share and express their opinions, think clearly and particularly through notes, sentences, and paragraphs. Furthermore, through simple sentences, students will be able to develop and connect ideas together to form an essay. Harmer (2004) argues that writing promotes learning because it motivates learners to use the language and spend more time and opportunities thinking about the rules of language, and opportunities to receive feedback at the right time.

The other problem students often obstacle is grammar. In order to write a coherent and well-organized sentence or paragraph, it is important to master grammar, use words to make sentences, and even the way to express ideas (Harmer, 2001). Dalil and Harrizi (2013) state that the usage and use of language are heavily influenced by grammar. Without mastering basic English knowledge, students easily write inconsequential sentences or cause confusion for readers. Besides, there is not enough vocabulary and linguistic structure to express their ideas while writing, students often replace words and sentence structures that they do not know with what they have learned and just put them together without following any grammar rules. This has led to a 'roundabout' way of expressing their ideas, and then their writing is not in accordance with their intention, so it is easy to cause digression and confusion. Therefore, in learning English, it is important to know the grammar well. Last but not least, interacting with classmates is also an

essential element when learning writing lessons. But students do not pay attention or spend time on working in groups or pairs. Exchanging ideas, discussing the content of the article, and sentence structures used in the lesson with their peers, and so on, will help students have more stimulating ideas for their written work. And the most positive thing in the process of reciprocal interaction among group members is that students will receive evaluation and feedback from members of the groups. Cheung (2016) contends that it is this evaluation process that contributes to increasing the quality of student writing.

No matter how accurate the self-assessment among group members is, students still need to have the most standard comments from the teacher. Comments and suggestions from teachers will help students recognize mistakes in the lesson and have specific solutions. However, this issue tends to be overlooked. Accordingly, this study seeks to explore the impact of TIF and investigate how students' writing skills are influenced when they received feedback or suggestions from their teacher.

2. Literature review

2.1 Theoretical background
The purpose of feedback is to help students respond to criticism and be able to utilize it to bridge the discrepancy between their present performance and the expected performance in order to enhance their forthcoming work, according to the positive consequences highlighted in the research (Brown & Glover, 2006).

2.1.1. Feedback
2.1.1.1 Definition of feedback
Taras (2013) shared some definitions of feedback. Taras thought that since feedback is seen as essential to training, it is possible to check how theoretical approaches and descriptions coincide by looking at how feedback is defined and how it relates to authentic evaluation. Taras introduced Ramaprasad's definition of feedback in ways that this feedback is data concerning the difference between a scheme parameter's current amount and its target value that is used to narrow that disparity in some manner whereas Sadler (2013) shared that feedback depends on understanding the benchmark or target, multi-criteria decision-making abilities, and the creation of strategies for minimizing the gap between what is provided and what is intended. Consequently, he draws attention to the fact that only if students use feedback, will it assist in transformation and learning outcomes.

Bijami, Kashef and Nejad (2013) drew their own definition of feedback from Hattie and Timperley's (2007) and Narciss's (2008) definitions. While Hattie and Timperley (2007) thought that feedback is input on one's achievement goals as supplied by an assistant, the term "feedback" is also used by Narciss to refer to any comment material that is delivered to a student to enlighten the learner on his or her genuine level of learning or achievement. Feedback is intended to help people comprehend their

presentation by advising them given the information they already have (Bijami et al., 2013).

Besides, Jang and Wagner (2013) stated Hattie and Timperley's (2007) definition of feedback that feedback is typically thought of as material given to students after an evaluation process on their presentation or awareness that highlights their strengths and development opportunities. Butler and Winne (1995) thought that feedback is used to verify, add to, dynamically allocate, tune, or rearrange material in recollection, whether that data are subjects of scientific, meta-cognitive understanding, attitudes about self and tasks, or intellectual skills and techniques.

Feedback is a way to help students recognize their pros and cons, and then they can find out appropriate techniques to enhance themselves. Ran and Danli (2016) shared Richard and Lockhart's (1996) and Noor et al.'s (2010) viewpoint of interactive feedback that it is a tactic to supplement or revise a learner's response. Professors give this kind of criticism to help and inspire students, and doing something like that is not viewed as a negative comment.

2.1.1.2 The role of feedback in student writing of English

Brown and Glover (2006) set up the importance of feedback that providing feedback to students can increase their performance by enhancing their educational experiences, delivering pertinent and appropriate comments, assisting them in understanding and recognizing value, and more. And more importantly, feedback should assist learners to develop more by retooling their knowledge or abilities to fit their desired outcomes (Bijami et al., 2013).

According to Selvaraj and Azman (2020), feedback is a learning approach, therefore, teachers should focus on how students comprehend, perceive, and apply feedback on how they deliver it. By doing so, it will demonstrate how it is possible for students to obtain feedback from teachers. Additionally, Selvaraj and Azman emphasized that the feedback is aimed at providing suggestions on what students can do further forward in order to be in charge of their own writing. Feedback must be enlightening, constructive, encouraging, transparent, and comprehensible.

Thanks to feedback, students can improve their skills better, especially in learning writing. The quality of students' writing will be better and better when they can receive as much good feedback as possible (Parr & Timperley, 2010; Lv, Ren & Xie, 2021)

2.1.1.3 Types of feedback

Feedback is generally thought of as beneficial to everyone, but it depends on what kind of feedback it is. Since Voerman, Meijer, Korthagen and Simons (2012) defined feedback as data given by the teacher regarding the academic achievement of students or comprehension in relation to a target and intended to enhance training. They clarified feedback into specific, positive, and negative feedback whose purpose is to promote the student learning process. Specific feedback mainly indicates differences and feedback on progress, they agreed on Hute's (2008) definition of specific feedback, which is

information about the correctness of precise reactions or actions. The proportion is both positive and negative feedback interventions. They claim that constructive criticism is a statement of dissent or even sarcasm, while positive feedback is a show of support, inspiration, or gratitude.

Based on the perspectives of feedback that Bijami et al. (2013) shared the views of Nelson and Schunn (2009) on types of feedback. According to them, feedback is divided into two types of feedback: cognitive feedback and affective feedback. The focus of cognitive feedback will be on the production's substance, and it will include analyzing, defining, and elaborating on the specifics of the task at hand. From these feedbacks, students will discover errors in grammar, how to express their ideas, using words or expression to make sentences, so on, and they will be able to find ways to overcome and correct those mistakes. Emotive feedback emphasizes on the excellence of compositions and utilizes emotional speech to offer praise ("*well written*") and criticism ("*badly written*"), as well as non-verbal signals like body language movements and sympathetic accents. These feedbacks contribute to motivating students to study more, giving them more motivation to study.

In conclusion, there are many different sorts of feedback, and teachers will select the best type of feedback based on the needs of their students and their teaching goals. Whether it is good or bad feedback, students find their own good points to continue to strive for. Especially when applying feedback to the process of practicing paragraph writing skills for students, students will rely on positive feedback to continue to try their best, and from that bad feedback, they will find out ways to overcome their own limitations such as spelling, verb tense, subject-verb agreement, sentence structure, so on, so that their writing can be more coherent and smoother. However, IF will also be a reasonable choice for teachers to consider using in the teaching process.

For this research, traditional feedback was applied to the CG to point out inaccuracies in the content, organization, and vocabulary of student text or to cross out inaccuracies without comments. Meanwhile, the EG would be given feedback by IF from teachers to check the feasibility of this study.

2.1.1.4 Definition of interactive feedback (IF)

Ayala, Henríquez, and Cruz (2019) define IF that an augmentation of deep learning called IF that involves a facilitator from outside the classroom guiding students through the feedback process in order to maximize learning, and making decisions, perhaps by configuring policies or changing incentive signals. In this method, the apprentice's suggested action can be swapped out for a superior action that is selected by a separate instructor before being carried out.

Barana, Marchisio and Sacchet (2021) state that after making one or more independent efforts, students are guided through an interactive procedure known as IF in order to complete the job. Theories of process assessment and feedback, and especially an automated assessment system suitable for evaluating mathematical objects, are applied in this study. Hence, they define IF goes beyond simply correcting the response,

their conception of collaborative response can be thought of as detailed commentary. Students are actively involved in completing the work through constructive contact between themselves and the structure. Moreover, IF is especially important for getting students to absorb comments and apply the knowledge they learn to increase their comprehension.

From the concepts of IF given by the above researchers, IF can be understood as a method through which teachers help students understand the problem more clearly and specifically by identifying mistakes and attempting to fix them by themselves. During that process, teachers give their comments on student writing work, in which teachers encourage students to exchange and interact with teachers to express students' attitudes and views when giving that answer, stimulating students' thinking in the learning process. Consequently, teachers know how much students understand the lesson and have appropriate methods to help students, along with teachers, give the most accurate answers. At the same time, the relationship between teachers and students is more open through the exchange of ideas between teachers and students.

2.1.2 Paragraph and paragraph writing performance
2.1.2.1 Defining a paragraph
Today's communication is not only limited to verbal communication, but also written communication, and a paragraph represents a piece of text is a form of written communication. It is the most significant component of any process of writing. Writing short paragraphs is one of the types of writing exercises that secondary school students are often required to complete.

According to Sadeghi, Biniaz and Soleimani (2016), a paragraph is similar to a "*little essay*" or an essay within an essay, with its own tiny thesis. This description was supported by McCloud-Bondoc and Bosse (2011) including the introduction (subject sentence), the body (supporting facts), and the conclusion (concluding sentence). In addition to being a group of related sentences, a paragraph serves as a structural component of essays and gives an article's thesis the support it needs.

According to Bailey (2015), the passage is defined differently. Bailey said that a paragraph is made up of several related sentences connected by conjunctions and phrases. The fundamental building blocks of academic writing are links between paragraphs, which make it easier for both the writer and the reader to understand the argument. Typically, the first sentence serves as the paragraph's topic sentence, with the next sentences serving to clarify it.

Besides, Muhtia, Suparno and Sumardi (2018) state that according to Zemach and Rumisek's (2005) definition of a paragraph, a paragraph is a set of sentences regarding a specific subject and sentences that describe the foremost notion of that issue. Combining sections will highlight the article's main theme. In order to create a meaningful paragraph, they also stated that the three components of the topic phrase, a supporting sentence, and a conclusion should be combined and put in a logical order.

As stated by Anshu and Yesuf (2022), a paragraph is generally described as a piece of writing that consists of connected phrases focused on an only subject of discussion (Ploeger, 2000). There are elements to an effective paragraph, in which content and coherence play an important role.

A paragraph is a portion of writing that deals with a single idea and explains or discusses a particular issue in order to support the thesis of the entire writing or essay (Cohan, 1976). Cohan (1976) also claims that a paragraph is a series of sentences, talking about particular content, the sentences are arranged in a logical way to highlight the idea of the topic sentence of the whole paragraph. Each paragraph has three parts: the topic sentence, the main idea of the paragraph, and the concluding sentence. Many paragraphs put together in a reasonable chronological and spatial order will form an essay. In writing, there are five main types of paragraphs such as descriptive, narrative, persuasive, explanatory, and illustration based on their content and structure (Cohan, 1976; Scott & Denney, 1909). In the curriculum of secondary school students, students mainly learn how to write descriptive and persuasive passages.

2.1.2.2 Defining paragraph writing performance

The more society develops, the more increasingly the form of communication is changing and expanding. Writing today has become a familiar communication tool for people both in daily life and at work, such as writing an apology message, a familiarization message to start a new relationship, an application for an absence from school, or a letter to apply for a job. Writing is a skill to encourage the development of other skills because in the process of writing, it requires the writer to gather information by observing, listening, reading, and talking with people (Al-Atabi, 2020). For middle school students, writing paragraphs becomes more familiar, and takes up more time to study.

Harmer (2004) claims that spelling and punctuation, instructor and peer criticism, and other factors all play a significant role in the process and development of students' writing skills. Harmer (2004) further contends that writing is described as a training and mental process. Besides, as a study by Hermento (2008), writing is a challenging language skill to master since it involves both the analysis and synthesis of information, is a crucial tool for raising one's academic accomplishment. Moreover, learning writing is frequently started as soon as students enroll in school, formal qualifications, when writing is taught in some ways with a specific goal in mind.

Furthermore, Cheung (2016) states that writing proficiency includes both techniques to arrange and build arguments at the micro and macro levels, in addition to literary elements, phrase variants, syntax selections, and other grammatical devices for consistency and cohesiveness. Adopting a writing methodology that clearly teaches students the types of thought processes that are advantageous to good writing is crucial. Similarly, Pratiwi (2016) asserts that writing is a method for visualizing speech utilizing collections of signs to symbolize voice sounds as well as characters for elements like punctuation and numerals. He also shared Lado's view that writing is only an incomplete depiction of the language's communicative components.

According to Kusumaningrum, Cahyono and Prayogo (2019), the most challenging skill for EFL students is writing, which is one of the four communication skills including listening, speaking, and reading-required for communication. Before a piece of writing is sent out, there is a procedure that involves brainstorming, composing, modifying, and revising. They must take into account a number of factors when writing, including the audience and possible readers as well as the topic and purpose of the text. Writing has a number of other parts, including methods, vocabulary, organization, and content. EFL students need to be proficient writers, especially in the modern world where writing is a more vital part of communication.

Writing is a difficult skill that requires writers to have a rich vocabulary to express their ideas, master grammar to be flexible when writing. The more important thing when writing is to have a coherent, intelligible argument, highlighting the intention to be able to attract the attention of the readers. Good writing can make it easier for writers to communicate and get closer to readers, particularly in today's world where writing is a more significant form of communication, EFL students are required to be proficient writers (Kusumaningrum et al., 2019).

2.1.2.3 Components of paragraph writing performance

In the process of learning to write paragraphs, Amri (2016) claims that performing paragraph writing is a hard task since several factors must be taken into account, including fluency (intelligible spelling), organization (form), vocabulary (words), language use (grammar), and procedures. Among these components, Amri (2016) agrees with Doff (2000) who claims that grammar in writing enables authors to organize their thoughts into well-written sentences for effective text-based communication. Amri's research unequivocally showed a strong and statistically significant correlation between learners' writing skills and their mastery of grammar and vocabulary. While Daili and Harrixil (2013) mentioned the significance of grammar in writing abilities. Grammar controls the mechanics of writing and makes sure that everyone can understand it.

Graham, Harris and Mason (2005) share that there were five factors in paragraph writing performance including ideation, organization, grammar, sentence structure, and word choice. And all five of these factors had to be evaluated for quality as a whole, and none of them should be overestimated. Graham and colleagues (2005) have similar view as Birjandi and Siyyari (2010) regarding the elements that should be rated for students' paragraph writing. The five score criteria used by Birjandi, Siyyari, and other authors are: content, organization, vocabulary, use of language and mechanism and concise descriptions of each writing aspect and term. They also provided a pamphlet with comprehensive rationales and instances of the criteria and descriptions for both participants and evaluators. To assess student writing, Amri (2006) relied on Hughes' (2005) proposed writing assessment scale to comment with five components, namely grammar, vocabulary, mechanics, fluency and organization. Each element received a score between 1-6. However, the Vietnamese English curriculum framework states that

organization, grammar, vocabulary, and task completion are the four components used to score paragraph writing assignments on a scale from 0 to 10 (Ton & Ton, 2021)

2.1.3 Assessing writing performance

It is simpler for teachers to evaluate student work when they use rubrics, which offer descriptions of performance levels ranging from general to specific. The definition of a rubric that Arter and Mc Tighe (2001) agreed upon was a rubric is a particular format for a criterion; it is a textual version of the criterion with all scores described and defined. To increase the reliability and make good use of assessment results, teachers are advised to use scoring rubrics which assist teachers in evaluating student writing using the most precise and transparent criteria possible (Broad, 2003). The scoring rubric aids teachers in grading students' paragraphs properly and clearly. The criteria for grading students' writing, according to Brown, Glasswell and Harland (2004), are based on writing qualities such 'content, organization or coherence, and linguistic resources' or 'grammar, spelling, and punctuation.' According to Brookhart (2013), the primary function of a rubric is to assess performance; hence, the criteria established differ from assessor to assessor based on the intent of the assessed item (Moskal, 2000). A rubric is a tool used to evaluate student work that specifies expectations for all types of assignments, including written, oral, and visual ones. There are two distinct evaluation types: broad and detailed, which are determined by the criteria.

In Vietnam, the first domestically developed standardized exam of English language competency, the VSTEP, is used to assess English subjects in accordance with the curricular framework established by the Ministry of Education and Training today. Nguyen (2018) and Ton and Ton (2021) claim that according to the VSTEP grading criteria, the grading of a student paragraph writing is based on four features for the Writing test: Task Completion (or Task Fulfillment), Organization, Vocabulary, and Grammar. The entire test uses all four analytical criteria, and they are all equally weighted. Accordingly, each element is rated on a 2.5 scale, and highlighting the topic of the article and analyzing the problem clearly help the reader understand what the passage is. Arranging the ideas in a certain order will make the essay easier and more consistent to understand. Using a variety of grammatical structures and rich vocabulary to express the ideas of the lesson will assist students to score more easily. In summary, the assessment of student paragraph writing will focus on evaluating the content of the assignment, and whether the ideas are connected logically and using the correct sentence structure is or not.

2.1.3.1 Relationship between TIF and students paragraph writing

As the definitions mentioned above, to write a good and meaningful passage, it requires students to have both a rich vocabulary and a good grasp of grammar (e.g., Harmer, 2001). However, it is very difficult to avoid mistakes in the writing process of students, and it is too hard for students to recognize their own ones. It is the reason why students need feedback and feedback has been recognized as a fundamental component of

students' growing control over their writing abilities (e.g., Hyland & Hyland, 2006). The contact between the teachers and their students in EFL classrooms is crucial since this interaction motivates them to apply a variety of language skills while learning the target language (e.g., Dornyei, 2001). One vital ability that students find it challenging to develop is writing. As a result, teachers can provide their students with several ways or strategies to facilitate learning so that they can properly communicate through writing. TIF on student writing is really significant, necessary, and useful for improving students' writing skills. Therefore, this section discusses how TIF with student writing is, in particular, their performance in composing paragraphs.

Although when students work in groups, self-criticize, and correct each other's mistakes, they have to complete the task assigned to them well, and most of the students still like to receive feedback from the teacher (Jacobs, Curtis, Braine & Huang, 1998). There can be many reasons for their choice, but most of the feedback from students mostly focuses on spelling mistakes and basic grammatical errors. Thus, most of them do not help students improve much in expressing ideas as well as improving their writing skills. With timely and suggestive feedback, teachers can help students recognize their own mistakes, and find ways to correct them. At the same time, students feel more confident and understand the content of the lesson better when they themselves can correct their mistakes (Ran & Danli, 2016), and they will feel more motivated to persist with their learning. Hyland and Hyland (2006) claim that underlining and direct correction from teachers diminish grammatical and vocabulary problems in a subsequent writing, helping students' language proficiency to advance even further. In fact, when giving IF, teachers and students interact to edit the content of their passages, with prompting questions and signs to recognize the grammar points in their ones, teachers will help students find out their own mistakes by themselves. At the same time, self-recognizing and correcting their own mistakes also assist students to remember the grammar longer, and gradually improve those grammar mistakes. Therefore, students' grammatical competence- one of four required communicative competencies, can be enhanced.

2.1.4 Attitude

In Schwarz and Bohner's (2001) study, they share a very simple view of the definition of attitude of some other researchers. Attitude is like or dislike (in the view of Daryl Bem, 1970 or Eagly and Chaiken, 1993) and they think that cognitive propensity known as "attitude" is defined as the evaluation of a single attribute with either fondness or disdain. Zanna, Johnson, and Kumkale (2005) shared Eagly and Chaiken's (1993) thought of attitude that the attitude is an emotional inclination that manifests as a favorable or unfavorable evaluation of a specific item.

In education, attitude is how students react to something. Sometimes it is just a happy smile when a question is answered well, or just a sad bow when there is no complete answer (Silverman & Subramaniam, 1999). In education, attitude is a way

students express their ideas to teachers and friends. Attitudes, which can be positive or negative, need to be modified for the better communication.

2.2 Related studies

In the research paper, the effect of different types of peer feedback provision on EFL students' writing performance written by Kusumaningrum and colleagues (2019), share their views on peer feedback in forging students' writing skills. According to research, offering peer critique to students individually and in small groups improves their writing abilities. The two, however, are not more effective than one another. This suggests that the outcomes will be the same regardless of the kind of peer feedback offered. It is evident that peer feedback continues to have a positive impact on students' learning. However, teachers' final evaluations and comments are still required to make students feel a little more confident about their writings and their comments.

Ran and Danli (2016) conducted a research on 'Teachers' feedback on students' performance in a secondary EFL classroom.' They claim that the data reveal IF is the most common type of corrective feedback and that evaluative feedback is the most prevalent. This result contrasts sharply with earlier research, where the most favored kind was consistently recast. Furthermore, when scaffolding is done between EFL students and teachers, feedback might be more useful. Although scaffolding feedback aids in error recognition and prompt intervention, when necessary, it works best when comments are more detailed. Students who receive detailed feedback are better able to build upon their strengths or quickly tackle their shortcomings.

Meanwhile, Becker (2016) uses 'student-generated scoring rubrics' to improve students' writing ability. Becker conducted a study titled 'Student-generated scoring rubrics: Examining their formative value for improving ESL students' writing performance' to investigate the impact of developing and/ or applying a rubric on English writing ability. Thereby, the researcher found that the overall score of the post-test summary essay was significantly higher for students who participated in the development and/or application of the scorecard. Research results can help improve students' awareness during the assessment process, and also improve student writing performance through student-created scorecards.

Rezgui and Zaidi (2016) observe that utilizing transcoding during classroom interactions had no discernible impact on the students' writing performance after performing the study titled "The effect of using code-switching on EFL learners' paragraph writing performance." Therefore, rather than focusing on writing, the technique of simplifying the learning process by switching to the mother tongue may have an impact on other language skills or traits (such as vocabulary development). Writing tasks are more or less impacted because most students prefer to work in pairs and have limited study time. Additionally, if a lot of mother tongue is used during discussion, the students' language development may be slightly constrained.

Pham (2021) examines the effectiveness of using written and oral feedback on developing students' writing skills in a study entitled 'Computer-mediated and face-to-

face peer feedback: Student feedback and revision in EFL writing'. The results of this study show four results achieved related to the impact of the two feedback formats and sequences on the growth of students' writing learning.

In conclusion, there have not been many studies on the use of TIF in the teaching process, but from various perspectives mentioned above, it can be concluded that such findings show that TIF can be used not only as a tool to improve the quality of learning, especially writing skills, but also as a way to foster interaction between students, students and teachers.

3. Methodology

A mixed-methods design with quantitative and qualitative research methods (Fraenkel, Wallen & Hyun, 2012) was used in this study to examine the effects on and perceptions of students towards the use of TIF on their paragraph writing in English classes of the secondary schools in Kien Giang Province. The instruments that were selected for collecting data are the questionnaire, the interviews, and the pre-test, and the post-test. The purpose of the questionnaire was to investigate EFL students to know how they perceived classroom interaction, especially in using TIF in studying paragraph writing to develop their writing skills. Next, face-to-face interviews were employed to examine the opinions of EFL students towards using IF during their study process.

The pre-test and post-test of paragraph writing were adapted from the students' books and workbooks to measure student achievement. The topics of the pre-test and post-test were related to 12 topics in the students' book (they are often in Skill 2, part Writing in each unit). The proficiency of pre-test and post-test was for the low intermediate level, so the writing tests were often short descriptive or persuasive paragraphs. The pre-test was compiled according to the writing VSTEP program (also known as the Vietnamese Standardized Test of English Proficiency) of Vietnam, corresponding to the A2 level according to the European reference framework. The pre-test was given to test the students' criteria: vocabulary, grammar and ideas, organization, and task completion. The pre-test was given to each group (EG and CG). Students in the EG received the treatment after the pre-test, while those in the CG received the standard teaching method. The pre-test consisted of one task which required students to write a paragraph that was about a negative effect of tourism on a region or a country. This topic could be found in Unit 8, Page 27 of English 9 Textbook. And the second was about the roles of teenagers in the future (in unit 11 on page 67). After each test, all participants handed in their writing paper to the researcher (in two ways: paper tests or online tests). Students' written works were marked by using the rubric which was adopted from Brown (2009). This was an analytical scoring rubrics that consisted of four components such as Organization, Vocabulary, Grammar, and Task Completion with a total score of 10 points. Each component will have a maximum score of 2.5 and minimum of .1 depending on the level of achievement of each element.

The second instrument in this study was a questionnaire that is any collection of written questions that participants are required to answer in writing, frequently by checking or circling their answers (Morgan & Harmon, 2001). Questionnaire is believed to be a practical research instrument enabling researchers to quickly collect a large amount of quantitative data in a relatively cost-effective way (Marshall, 2005). According to Marshall's further explanation, a well-designed questionnaire can produce meaningful, high-quality data with a strong response rate since the questions are well-received. In this study, the questionnaire was developed based on the content that researchers still did not know about IF for students' learning. The questionnaire was divided into three parts to help the researcher better understand the students' learning to write passages, especially whether the students had received any feedback when learning to write the passage. The questionnaire was divided into three parts to help the researcher better understand the students' learning to write paragraphs, especially whether the students had received any feedback when learning to write the paragraphs. Through the questionnaire, the researcher could know what experiences students had about IF, especially applying IF to learning to write paragraphs, and through those experiences, what attitude students had towards learning to write paragraphs that incorporates receiving IF with the teacher.

The questionnaire, comprising 44 five-point Likert scale items, was organized into two main sections, regardless of the first section of the participants' personal information and students' attitude to learning writing paragraphs.

The last instrument used in this study is semi-structured interview that Cohen and Manion (1994) defined that the interview involved two people interacting with the interviewer for the objective of gathering research, with both people having an equal influence on the other. Meanwhile, Morgan and Harmon (2001) argue that in interviews, a sequence of questions are posed orally by the interviewer, and participants typically react orally as well.

This study used semi-structured interviews to collect qualitative data. Six students from the EG with weak, average and good post-test scores were randomly selected for interviews. The interviews were conducted after the post-audit. Each interview lasted from 8 to 15 minutes and were recorded by phone with the permission of the interviewees, and using Vietnamese so that students were more confident and comfortable when answering, and all the content of interviews then were translated into English. This information was used to find out the answer for the research questions. Students from the EG were involved in an interview to help the researcher understand how students felt when applying the TIF method which would be more of interest for students' learning when practicing writing skills.

4. Findings & Discussion

4.1.1. Normality test

To achieve a normal distribution Das and Imon (2016) and Razali and Wah (2011), and Shapiro and Wilk (1965) share that the value of the Shapiro-Wilk Test (with the number of participants was 43, N<50) p≤1 indicates that the assumed diagnostic accuracy of normality is good (Ghasemi & Zahediasl, 2012). The results are shown in Tables 4.1.

Table 4.1: Tests of Normality for pre-tests and post-tests

| Tests of Normality		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Group	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-test Rater 1	CG	.145	43	.024	.959	43	.133
	EG	.195	43	.000	.937	43	.020
Post-test Rater 1	CG	.193	43	.000	.946	43	.043
	EG	.268	43	.000	.878	43	.000
Overall of Pre-test	CG	.094	43	.200*	.976	43	.498
	EG	.174	43	.002	.954	43	.082
Pre-test Rater 2	CG	.174	43	.002	.967	43	.245
	EG	.194	43	.000	.952	43	.071
Post-test Rater 2	CG	.153	43	.013	.969	43	.291
	EG	.223	43	.000	.913	43	.003
Overall of Post-test	CG	.173	43	.002	.963	43	.183
	EG	.223	43	.000	.907	43	.002
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

According to Table 4.1, the sig results of the two pre-test and post-test ranged from .001 to .498. All values of sig are ≤ 1, indicating that these tests were normally distributed, with all zed scores falling within plus or minus 1.96, according to their normal Q-Q plots, and box plots. (Cramer, 1998; Cramer & Howitt, 2004; Doane & Seward, 2011). The skewness and kurtosis results of the pre-test and post-test variables were clearly shown in Table 4.2.

Table 4.2: The results of skewness and kurtosis

Raters	Type of test	Group	N	Skewness	Kurtosis	Zed-score: Skewness - Kurtosis
Rater 1	Pre-test	CG	43	.110	-.660	.304 & -.930
		EG	43	-.233	-.474	-.645 & -.668
	Post-test	CG	43	-.238	-.796	-.659 & -1.122
		EG	43	-.561	-.537	-1.554 & -.757
Rater 2	Pre-test	CG	43	.312	-.414	.864 & -.583
		EG	43	-.450	-.444	-1.246 & -.626
	Post-test	CG	43	-.137	-.675	-.379 & -.675
		EG	43	-.588	-.619	-1.628 & -.873

According to Thode (2002), the real significant level of the test is less than .0001 for a value of 1.5 for the kurtosis of the alternative distribution, as opposed to the threshold of .05 if the distribution sampled were normal. The results in Table 4.2 shows that the pre-test and post-test kurtosis values in both groups ranged from -.796 to .312, and since all values were smaller than the standard value, the sampled distribution was normal. In addition, the skewness values of both pre-and post-tests ranging from -.588 to .312 are within normal skewness coefficients (−.5 to +.5, Piovesana & Senior, 2018). According to Dimir (2022), the data have a regularly distributed shape since both the skewness and kurtosis coefficients are zero or have values that are almost non-zero. Various researchers produce varying figures. Pre- and post-test results from two raters showed a difference of 1 (±1), which was in line with data from Bulmer (1979).

The results of the Normality test analysis will be shown in more detail based on the Figure 4.1 and Figure 4.2.
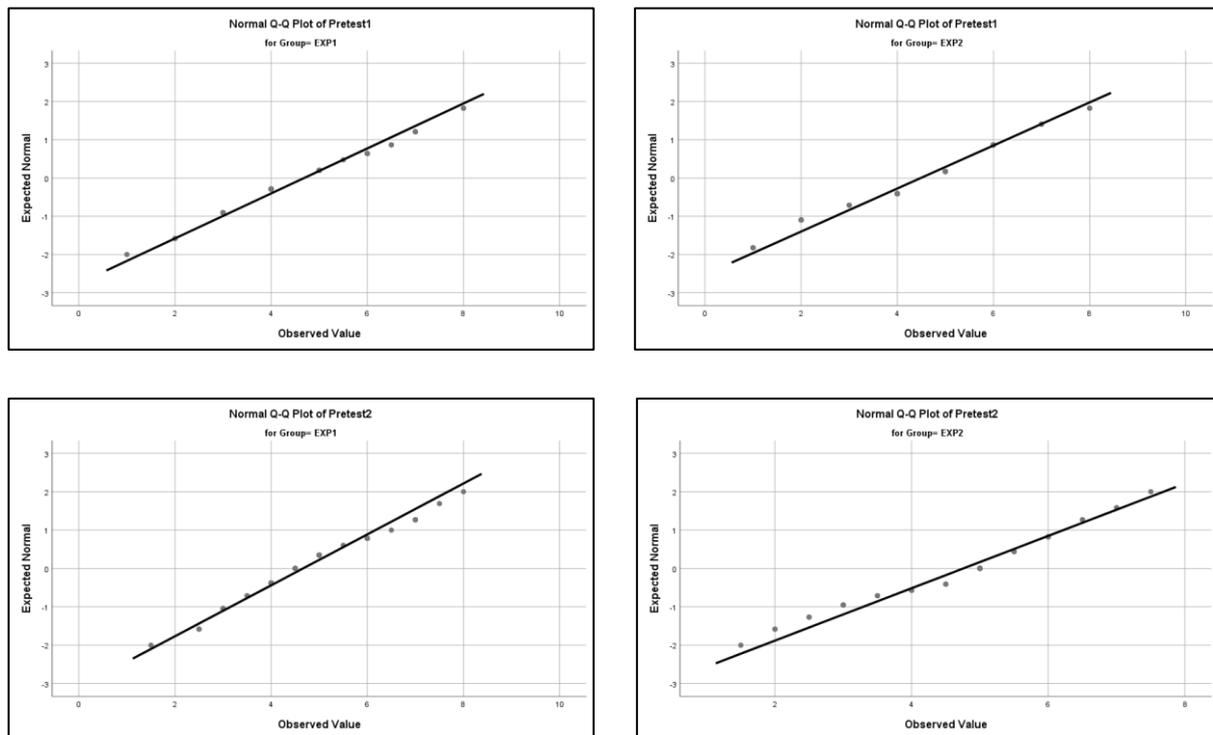
Figure 4.1: Normal Q-Q plots results for pre-tests of the CG and EG
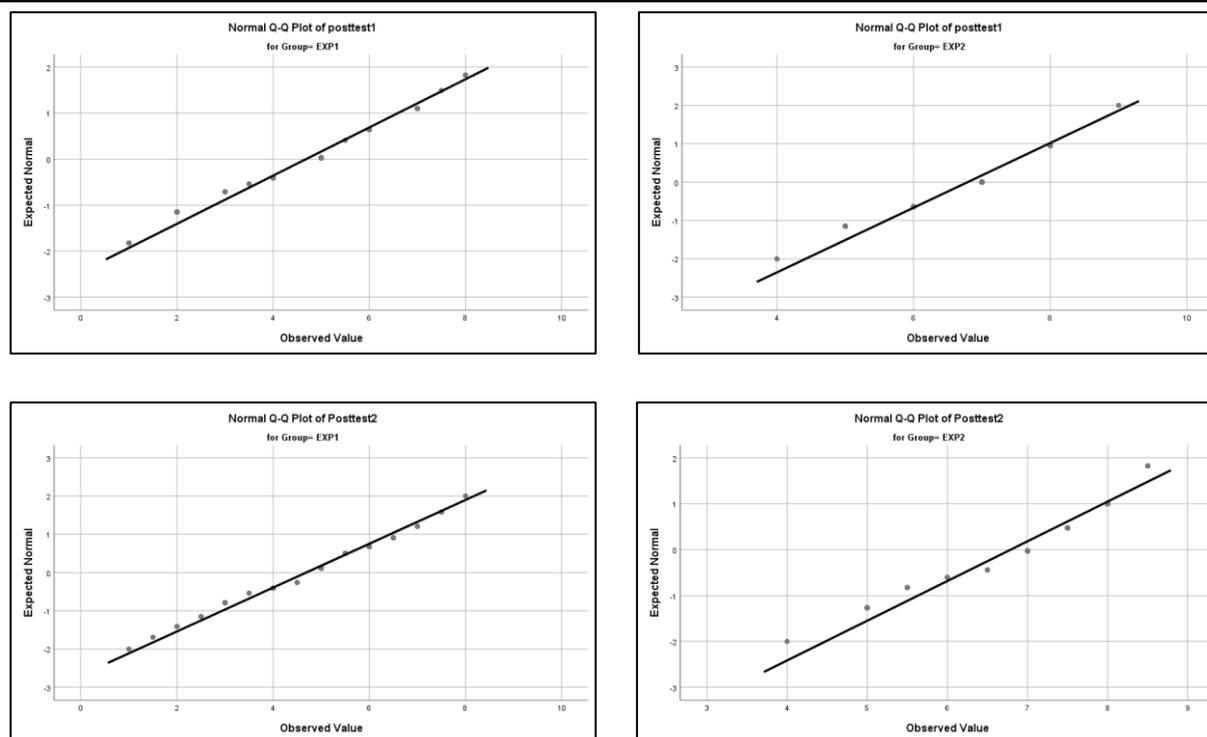
Figure 4.2: Normal Q-Q plots results for Post-tests of the CG and EG

Based on the analysis by Ghasemi and Zahediasl (2012), they showed that the Q-Q data for the pre-test of both groups were normally distributed because the values were all around the antennae spanning from 1.5 to 10. Based on the results Q-Q plots of the pre-test and post-test of both groups, it was obviously claimed that the observed values were exactly along the line, especially the results of the post-test of the EG, it means that the data would be perfectly normally distributed and the assumption that the data were normally distributed was therefore met.

4.1.2 Reliability of tests and raters
To ensure the validity and reliability of the data, it is required that the pre-test and post-test must be reliable; and raters are also reliable in their judgements. To examine reliability of the tests and agreement of raters in assessing student written works, different statistics tests were run.

4.1.2.1 Reliability of tests
To examine the reliability of the pre-test and post-test, Cronbach's Alpha was run for both CG and EG. The results are presented in Tables 4.3 and 4.4.

Table 4.3: Reliability Statistics for pre-test of CG and EG

	Cronbach's Alpha	Cronbach's Alpha based on Standardized Items
CG	.972	.975
EG	.980	.989

As shown in Table 4.3, the test results show that the reliability coefficient of the Cronbach's Alpha scale for pre-test of the CG was .972 and that of EG was .980, both results were greater than the standard value (.6) (Brown, 2009). Therefore, both test were highly reliable.

Table 4.4: Reliability Statistics for post-test of CG and EG

	Cronbach's Alpha	Cronbach's Alpha based on Standardized Items
CG	.983	.985
EG	.987	.987

Likewise, the test results in Table 4.4 display the reliability coefficient of the Cronbach's Alpha scale for post-test of the CG was .983 and that of EG was .980, both results were greater than the standard value (.6). Therefore, both tests were highly reliable.

4.1.2.2 Reliability of raters

To examine the level of agreement between the two raters in scoring pre-test scores of the CG and the EG, Correlation test was run. The results are presented in Table 4.5.

Table 4.5: Correlation of between raters for pre-test of the CG and EG

Correlation		
CG	Pearson Correlation	.952
	Sig. (2-tailed)	.000
	N	43
EG	Pearson Correlation	.979**
	Sig. (2-tailed)	.000
	N	43
**. Correlation is significant at the 0.01 level (2-tailed).		

The correlation between the two sets of CG students' writing scores ascertained by two raters using the Person correlation coefficient is shown in Table 4.5. The r value of .952** of the CG for the two sets of scores assigned by the two raters was strong, as shown in this table, and the Sig came up to the level of significance of .001, which was substantially greater than the probability level established at the beginning of the investigation. Also, according to the results of Table 4.5, for the EG, there was a statistically significant correlation between the ratings from the two raters (N=43, r=.001). The Person correlation coefficient indicated in Table 4.5 was used to determine the correlation between the two sets of pretest writing scores of the EG students. The output in Table 4.5 demonstrates

the very high r-value of .979** for the two sets of scores given by the two examiners, and Sig reaches the significance level of .001, which is substantially higher than the level probabilities established at the outset of the inquiry.

Similarly, to determine if the two raters agreed with each other in scoring student papers, Correlation test was run on post-test scores of both groups. The results are presented in Table 4.6.

Table 4.6: Correlation of between raters for post-test of CG and EG

Correlation		
CG	Pearson Correlation	.970**
	Sig. (2-tailed)	.000
	N	43
EG	Pearson Correlation	.974**
	Sig. (2-tailed)	.000
	N	43
**. Correlation is significant at the 0.01 level (2-tailed).		

There was a statistically significant correlation in scores between the two raters for the post-tests for the CG and it was displayed in Table 4.6 (n=43, r=.001). The Pearson correlation coefficient shown in Table 4.6 shows that the results of the post-tests of the CG scored by 2 raters are similar. The r-value of .970** for the two sets of scores assigned by the two raters was very high, and Sig reached a significance level of .001, which is significantly greater than the level probabilities established at the beginning of the investigation. Similar to the correlation test results for the Post-test for the CG, there was a statistically significant correlation in scores between the two assessors to check the results of the post-test of the EG, as indicated in Table 4.6 (N=43, r=.001). According to the results shown in Table 4.6, the correlation between the two sets of post-test scores of students in the EG was also determined by the two examiners with the Pearson correlation coefficient being similar. The r-value of .974** for the two sets of scores assigned by the two examiners was very great, and Sig reaches the significance level of .001, which was significantly greater than the level probabilities were established at the beginning of the investigation.

4.1.3 Difference between two groups in the pre-test

To examine the difference between the CG and EG, Independent Samples T-test was run. The results are presented in Table 4.7.

The mean scores of the CG and of the EG were compared by using the Independent Samples T-tests. As can be seen from Table 4.7, the mean score of the CG was slightly higher than the EG (M_{CG}=4.67 vs. M_{EG}=4.62). However, the results of Independent Samples T-test showed that the two groups did not have significant differences in individual writing skills (t(84)=.152, p=.988). Sig-2-tailed was .880, greater than .005, which means that the writing skills of the two groups before conducting the experiment were not significantly different. Students' writing skills were considered

equal. Thus, after experimenting, if there was a difference between the two groups on writing skills, it was possible to predict the effects of IF on the dependent variable (writing performance) in this study.

Table 4.7: Independent Samples T-test of the two groups in pre-test

Group Statistics						
	Group	N	Mean	Std. Deviation	Std. Error Mean	
Overall score	CG	43	4.67	1.58	.242	
Pre-test	EG	43	4.62	1.61	.246	

Independent Samples Test										
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Overall of Pre-test	Equal variances assumed	.000	.988	.152	84	.880	.052	.345	-.633	.738
	Equal variances not assumed			.152	83.973	.880	.052	.345	-.633	.738

4.1.4 Difference between two groups in the post-test

To examine the difference between the CG and EG, Independent Samples T-test was run. The results are presented in Table 4.8.

There was a statistically significant difference between the two groups' mean post-test scores, as indicated in Table 4.8. As a result of the TIF intervention, the EG's mean score was significantly greater than the CG's ($M_{EG}=6.791>M_{CG}=4.680$) in the post-test results. The results demonstrated that compared to the students in the CG, students in the EG significantly improved their ability to write paragraphs after implementing writing paragraphs with TIF.

Table 4.8: Independent Samples T-test of the two groups in post-test

Group Statistics						
	Group	N	Mean	Std. Deviation	Std. Error Mean	
Overall of Post-test	CG	43	4.69	1.82	.277	
	EG	43	6.79	1.16	.177	

Independent Samples Test										
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Overall of Post-test	Equal variances assumed	8.24	.005	-6.40	84	.000	-2.10	.329	-2.76	-1.45
	Equal variances not assumed			-6.40	71.53	.000	-2.10	.329	-2.76	-1.44

4.1.5 Comparison between pre-test and post-test of the CG

To compare the difference between the pre-test and post-test, Paired Sample T-test was run for the CG. The results are presented in Table 4.9.

Table 4.9: Paired Samples T-test of pre-test and post-test of the CG

	Variable	N	Mean	SD	Correlation	t	df	p
CG	Pre-test	43	4.674	1.584	.823	-.074	42	.942
	Post-test	43	4.686	1.815				

The results presented in Table 4.9 show the mean scores of students' writing performance compared to the post-test by Paired Sample T-test to examine the improvement of students' writing paragraphs of the CG. The figures in Table 4.9 indicate that the mean score of the post-test in writing paragraphs of the students in the CG slightly increased compared to that of the pre-test (M_{pre}=4.674, M_{post}=4.686). That meant the two groups were of the same level before the intervention. The Sig-2-tailed p was .942, greater than .05, it means that there is an insignificant difference in the mean score between the two groups.

4.1.6 Comparison between pre-test and post-test of the EG

To compare the pre-test and post-test results of the EG, Paired Samples T-test was run to compare the results of two tests. The results are presented in Table 4.10.

Table 4.10: Paired Samples t-Test of pre-test and post-test of the EG

	Variable	N	Mean	SD	Correlation	t	df	p
EG	Pre-test	43	4.622	1.613	.851	-16.301	42	.000
	Post-test	43	6.791	1.164				

According to Table 4.10, which compares the mean scores between the pre-test and post-test, students in the EG significantly improved their writing performance. Specifically, the pre-test's mean score was 4.622, whereas the post-test's was 6.791. Scores on the pre-test ranged from 1.50 to 7.75, while those on the post-test ranged from 4.0 to 8.25. Additionally, the 2-tailed sig. value was .001, which was smaller than the .05 alpha value. (p=.001<.05.) It indicated that there was a large discrepancy between the EG's pre-test mean scores and post-test mean scores. In other words, IF considerably positively impacted students' writing abilities in the EG. The findings of the study demonstrate that during the writing process using IF in the EG, the post-test results of the EG students achieved better results than the pre-test results. That offers a complete answer to the original research question.

Additionally, Independent Sample T-test and Paired Sample T-test were also run to compare the data of the component scores of the pre-tests and post-tests of the two groups in order to obtain additional data to more thoroughly confirm the effectiveness of using IF in the process of developing students' writing skills.

4.1.7 Comparison of component scores between CG and EG

4.1.7.1 Comparison between the two groups in writing performance components in the pre-test

According to the grading scale of students' writing performance, the examiners will evaluate the quality of the students' writing through 4 criteria including Task Completion, Organization, Vocabulary and grammar. Based on those criteria, the results of the pre-test of the two groups were examined using Independent Sample T-test software as shown in Table 4.11.

Table 4.11: Comparison between the two groups
in writing performance components in the pre-test

Independent Samples Test					
	Group	**Mean**	**Std. Deviation**	**t**	**Sig. (2-tailed)**
Organization	CG	1.169	.433	-.465	.643
	EG	1.215	.493		
Vocabulary	CG	1.183	.424	1.762	.082
	EG	1.032	.370		
Grammar	CG	1.045	.421	.485	.629
	EG	1.000	.440		
Task completion	CG	1.278	.478	-.909	.366
	EG	1.375	.515		

Table 4.11 shows the average of Organization, Vocabulary, Grammar, and Task Completion in students' writing performance. According to the Organization results, the EG's mean score was 1.215 compared to the CG's mean score of 1.169. The data indicated that the EG's outcomes appeared to be a bit better than those of the CG. However, the Independent Sample T-test value of .643 (p>.05) showed that there was no significant difference in organizational structure between the two groups. Similar to the previous Organization data, the EG's Vocabulary score was 1.032, while the CG's score was 1.183, which was marginally superior. However, the p-value of .082 (p>.05) indicated that there was no significant difference between the scores of the two groups. Similar to the Grammar section, the CG's score was 1.045, just a bit higher than the EG's 1.000, and the p-value of .629 (p>.05) further proved that there was no significant difference between the two groups' scores. Task Completion was the last component score from the pre-test that was compared between the two groups. The Task Completion result for the CG was 1.278, which was smaller than the Task Completion result for the EG, which was 1.375. The p-value of .366 (p>.05) further demonstrated that there was no significant difference in the Task Completion results of the two groups.

4.1.7.2 Comparison between the two groups in writing performance components in post-test

To compare the means of the post-tests of the two groups, Independent Samples T-test was also run to compare the means of the pairs of component scores. The results were shown in Table 4.12.

Table 4.12: Comparison of two groups in writing performance components in post-test

Independent Samples T-test					
	Group	Mean	Std. Deviation	T	Sig. (2-tailed)
Organization	CG	1.0	.448	-4.743	.000
	EG	1.50	.354		
Vocabulary	CG	1.145	.455	-7.490	.000
	EG	1.779	.317		
Grammar	CG	1.137	.517	-5.999	.000
	EG	1.730	.391		
Task completion	CG	1.302	.601	-4.337	.000
	EG	1.767	.364		

The quality of students' paragraph writing was evaluated using four criteria, including writing Organization, Vocabulary, Grammar, and Task Completion, as outlined in the VSTEP grade scale for paragraph writing. According to Table 4.12, the findings of all the criteria for evaluating the writing performance were improved after using TIF to help students practice their writing abilities, with the development of students' vocabulary being the highest. This shows that students had made an effort to expand their own clumsy words (M_{post}=1.779 vs. M_{pre}=1.145). In addition, the student's grammar score significantly improved, rising to .593 (M_{post}=1,730 compared to M_{pre}=1.137), demonstrating that students had become aware of their grammar faults and had made good progress in correcting them. For Organization, the mean score also slightly increased between the EG (M=1.5) and the CG (M=1.0), and the sig-2-tailed results of this component also have a significant difference (p=.001). These results demonstrated that students understood how to arrange ideas in a certain and logical order. Finally, there is an increase of mean score of Task Completion (M_{post}=1,767 vs. M_{pre}=1.302). Layout, semantics, and language of paragraphs become more accurate and better. Students' writing performance had improved a lot after the intervention of TIF.

4.1.7.3 Comparison between pre-test and post-test component scores of the CG

Following the Independent Sample T-test, Paired Samples T-test was also run to compare the means of the pairs of component scores from those two tests for the CG. The results of Paired Samples T-test of the CG were shown in Table 4.13.

Then, to determine whether there was any improvement in the CG's writing abilities, the results presented in Table 4.13 showed the mean scores and SD of the pre-test on students' writing Organization, Vocabulary, Grammar, and Task Completion compared to those of the post-test using Paired Sample T-test. The figures in the Table

4.13 indicated that the mean score of post-test in Grammar (M=1.145) and Task Completion (M=1.302) of the students in the CG slightly increased compared to the mean score of pre-tests in Grammar (M=1.045) and Task Completion (M=1.278) of the students (t(42)=-1.743, p=.089>.05 and t(42)=-.510, p=.613>.05). While that of pre-test in Organization (M=1.169) and Vocabulary (M=1.183) of the students in the CG slightly increased compared to that of post-test in Organization (M=1.090) and Vocabulary (M=1.145) (t(42)=1.175, p=.094 >.05 and t(42)=.702, p=.487>.05). All four Sig-2-tailed of four component scores of pre-test and post-test the CG were greater than .05, that difference in the mean score between the two groups was insignificant.

Table 4.13: Paired Samples T-test of the pre-test and
post-test in writing performance components in the CG

Paired Samples Statistics							
		Mean	SD	Correlation	t	Df	Sig. (2-tailed)
Control group	OrganizationPretest	1.169	.433	.768	1.715	42	.094
	OrganizationPosttest	1.090	.448				
	VocabularyPretest	1.183	.424	.680	.702	42	.487
	VocabularyPosttest	1.145	.455				
	GrammarPretest	1.045	.421	.632	-1.743	42	.089
	GrammarPosttest	1.145	.455				
	TaskcompletionPretest	1.278	.478	.851	-.510	42	.613
	TaskcompletionPosttest	1.302	.601				

4.1.7.4 Comparison between the pre-test and post-test component scores of the EG
Next, Paired Samples T-test was also run to compare the means of the pairs of component scores from those two tests for the EG. The results of Paired Samples T-test of the EG were shown in Table 4.14. As can be seen from Table 4.14, there was significant difference between mean scores of post-tests and pre-tests in four components of the EG.

Table 4.14: Comparison between the pre-test and
post-test in writing performance components of the EG

Paired Samples T-test							
		Mean	SD	Correlation	t	df	Sig. (2-tailed)
Experimental group	OrganizationPretest	1.215	.493	.620	-4.838	42	.000
	OrganizationPosttest	1.503	.354				
	VocabularyPretest	1.032	.370	.639	-16.570	42	.000
	VocabularyPosttest	1.780	.317				
	GrammarPretest	1.000	.440	.752	-16.152	42	.000
	GrammarPosttest	1.730	.391				
	TaskcompletionPretest	1.375	.515	.712	-7.120	42	.000
	TaskcompletionPosttest	1.767	.364				

For the EG, the mean results of the post-tests for each of the four component-scores had a substantial improvement when compared to those of the pre-tests, as shown in Table 4.14. The pre-test's mean for Vocabulary (M=1.032) was lower than that of post-test

(M=1.780), and pre-test's mean for Grammar (M=1.000) was also smaller than the post-test's mean for Grammar (M=1.730). These two criteria of the EG group both got a very good improvement. Besides, mean score of Task Completion of post-test (M=1.767) and that of Organization (M=1.503) were greater than those of pre-test (M_T=1.375, M_O=1.215). Additionally, the sig-2-tailed values of all 4 component scores were p=.001 (p<.05), indicating a statistically significant difference between the mean scores on the pre- and post-tests.

It can be concluded that the use of TIF is very helpful for students' writing skills. That is clearly shown by the post-test scores of the EG when compared with that of the CG, especially the obvious improvement in grammar and vocabulary scores in the post-test score of the EG.

4.2 Students' attitudes toward using TIF in their paragraph writing

4.2.1 Questionnaire reliability

In order to determine the internal consistency or reliability of the survey instrument, Cronbach's Alpha was run for the complete scale with three distinct themes prior to further analysis of the students' responses to the questionnaire's statements. The outcome of the Cronbach's Alpha calculation made by SPSS is displayed in Table 4.15.

Table 4.15: Reliability of all variables in questionnaire

Cronbach's Alpha	Cronbach's Alpha based on Standardized Items
.856	.857

According to Taber (2018), Cronbach Alpha scores between .61 and .69 are regarded as satisfactory, between .70 and .79 as trustworthy, and between .8 and above as extremely consistent. The reliability coefficient of the questionnaire is shown in Table 4.15 with a Cronbach's Alpha value of .827, which is greater than the required one of .70 (Pallant, 2011). Consequently, it might be said that the questionnaire's items had a high degree of internal consistency. To put it another way, the scale created by the questionnaire was accurate.

Table 4.16: Reliability statistics of each cluster of questionnaire items

Reliability Statistics		
	N of Items	**Cronbach's Alpha**
All of questionnaire items	44	.856
Cluster 1 (Students' cognitive attitudes towards using IF in their paragraph writing)	12	.627
Cluster 2 (Students' behaviour attitudes towards using IF in their paragraph writing)	19	.841
Cluster 3 (Students' affective attitudes towards using IF in their paragraph writing)	13	.673

This questionnaire was created to learn how different teachers use IF when teaching writing skills to their students. The questionnaire consisted of 3 elements measured by

44 items on a Likert scale of 5 points from 1-5 (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree). A Scale Test was constructed to validate the reliability of the questionnaires. The strong Cronbach's Alpha value for the aggregate of three clusters (=.856) was greater than .7, which indicated the questionnaire was reliable and could be used for data collection. That result provided the overall confidence coefficient for the collection of 44 questionnaires, indicating that the questionnaire appeared to be sufficiently reliable for the study, as shown in Table 4.20. In particular, the first twelve-item cluster's Cronbach's Alpha result is .627. This shows that students' understanding of learning how to write paragraphs is still rather good, students are still confused about writing paragraphs in English. The results also showed that 19 items in the second cluster and 13 items in the last cluster (.841 and .673, respectively) had excellent dependability. Based on the aforementioned analyses, the questionnaire was deemed reliable enough for the study. Individual items from each cluster were tested using the descriptive statistical test in the following section to identify respondents for each item.

4.3 Analysis
According to the three themes of the students' cognitive, behavioral, and affective attitudes regarding using TIF in their paragraph writing, the questionnaire findings were organized into these three categories.

4.2.2 Students' cognitive attitudes towards using TIF in their paragraph writing
Students' learning to write paragraphs is presented in the first cluster of the questionnaires (including 12 items, N_{all}=43). To determine which learning writing paragraph items participants agreed with the most, a frequency test was conducted on the proportion of the 12 items that made up the first cluster (items 1 through item 12). This content is further clarified based on the detailed analysis in Table 4.17.

Table 4.17: Data of Questionnaire analysis of Cluster 1

Item	Statement	SD (1) %	D (2) %	N (3) %	A (4) %	SA (5) %
1	I enjoy writing paragraphs in English.	0 0.0	13 30.2	9 20.9	17 39.6	4 9.3
2	While writing paragraphs in English, I feel anxiety due to time pressure.	0 0.0	1 2.3	3 7.0	25 58.1	14 32.6
3	While writing paragraphs in English, I feel worried about linguistic difficulties (for example, vocabulary, syntax, and meaning, ... depending on each context).	0 0.0	1 2.3	2 4.7	19 44.2	21 48.8
4	I used to get some bad marks on writing short paragraphs in English without any explanation or guidance.	0 0.0	0 0.0	5 11.6	22 51.2	16 37.2
5	I haven't known how to rewrite my bad paragraphs.	0 0.0	0 0.0	4 9.3	22 51.2	17 39.5
6	I understand the writing strategies for producing a written paragraph.	0 0.0	3 7.0	5 11.6	23 53.5	12 27.9

7	I am often influenced by the Vietnamese writing style in English writing style.	0 0.0	1 2.3	6 14.0	26 60.4	10 23.3
8	While writing paragraphs in English, I do not often pay attention to the use of appropriate grammatical structures in sentences.	0 0.0	1 2.3	2 4.7	23 53.5	17 39.5
9	While writing paragraphs in English, I sometimes have difficulties with ideas because of the topic of the essay.	0 0.0	0 0.0	4 9.3	25 58.1	14 32.6
10	I could expand the paragraph to be longer.	0 0.0	0 0.0	3 7.0	21 48.8	19 44.2
11	I could develop my writing ability, especially in content and organization.	0 00	2 4.7	2 4.7	18 41.9	21 48.7
12	Writing paragraphs helps me enlarge my vocabulary.	0 00	0 00	4 9.3	19 44.2	20 46.5

Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly agree

Table 4.17 shows that the results of the questionnaire on learning how to write paragraphs of students, 17 students agreed (accounting for 39.6%) and 4 students (accounting for 9.3%) strongly agree with the idea that they like to learn to write paragraphs in English (accounting for 55.8%, Item 1). The time limit to complete the passage was one of the reasons why 39 students felt anxious (accounting for 90.1%), only 1 student did not care about time to finish their writings (accounting for 2.3%, Item 2). Students who felt worried about linguistic difficulties in using language such as suitable and correct Vocabulary, Grammar, so on, accounted for 93% (N=40, Item 3). Besides, 38/43 students (accounting for 88.4%, Item 4) used to get bad grade without any explanation or guidance when writing the passage. Therefore, 39 students (accounting for 90.7%, Item 5) agreed that they did not use to know how to rewrite the essay better after being graded by the teacher.

Although 35 students (accounting for 81.4%, Item 6) said that they knew the strategy of writing a paragraph in English, but up to 36 students (accounting for 83.7%, Item 7) were often affected by the writing style in Vietnamese, this greatly affected the results of their writing. Up to 23 students agreed and 17 strongly agreed that they often forgot to use the correct grammatical structures in English when writing paragraphs that is the biggest difference between English and Vietnamese (accounting for 93%, Item 8). And the lack of ideas to finish writing a paragraph in English, Item 9, was also a factor that most students encountered (25 students agreed and 14 students strongly agreed with this idea - accounting for 90.7%).

Especially, for Item 10, 40/43 (93%) agreed with the idea that they could further develop the idea of the passage after receiving feedback from the teacher. However, for students, learning how to write paragraphs was also an opportunity for them to practice more on improving their English paragraph writing skills, especially the content and organization of the passage (Item 11, 18 students agreeing and 21 students strongly agreeing, accounting for 90.7%), as well as expanding vocabulary. According to Item 12, 19 students agreed and 20 students strongly agreed (accounting for 90.7%) with the idea that they could expand their vocabulary by practicing writing paragraphs.

In summary, although the majority of students prefer to learn to write paragraphs in English, there are differences between English and Vietnamese that hinder them from completing their paragraphs successfully. Besides, they also did not deny that they improved a lot when rewriting the paragraphs after receiving IF from the teacher.

4.2.3 Students' behavioral attitudes towards using TIF in their paragraph writing

In the second cluster of the questionnaire, 19 items related to students' experiences using IF (N_{all}=43) were offered. A Frequency Test was performed on the percentage of the 19 items that made up the second cluster (Items 13 through Item 31) to ascertain whether students' experiences of using IF items were most in line with their peers' experiences. Based on the in-depth examination below, this topic is further clarified.

To determine which aspects of students' experiences with IF were most strongly supported by participants, A Frequency Test on the Items belonging to the second cluster (from Items 13 to Item 31) was conducted. The results are shown in Table 4.18.

Cluster 2 was divided into 3 major content groups: the enjoyment of IF, the benefits of IF on the development of students' paragraph writing skills, and the perception of students from those interactive responses.

Table 4.18: Data of Questionnaire analysis of Cluster 2

Item	Statement	SD (1) %	D (2) %	N (3) %	A (4) %	SA (5) %
13	I have never got some feedback for writing paragraphs in English before.	0 0.0	2 4.7	3 7.0	22 51.2	16 37.1
14	Thanks to interactive feedback, I can rewrite my paragraph better.	1 2.3	1 2.3	6 14.0	25 58.1	10 23.3
15	Getting interactive feedback early keeps me motivated to do better on my assignments.	0 0	0 0	6 14.0	21 48.8	16 37.2
16	I have received useful interactive feedback on my assignments.	0 0	0 0	11 25.6	27 62.8	5 11.6
17	Interactive feedback can help me find out my mistakes easily and correct them by myself.	0 0	0 0	9 20.9	27 62.8	7 16.3
18	I think interactive feedback is useful for me in writing paragraphs.	0 0	0 0	14 32.6	25 58.1	4 9.3
19	I make slow but steady progress when giving interactive feedback.	0 0	1 2.3	8 18.6	22 51.2	12 27.9
20	Interactive feedback has effects on developing ideas in writing paragraphs.	0 0	0 0	4 9.3	16 37.2	23 53.5
21	Interactive feedback in the writing process helps reduce my writing errors and improve my writing accuracy.	0 0	0 0	9 20.9	25 58.2	9 20.9
22	Interactive feedback is necessary at the end of the writing lesson to help me complete the paragraphs best.	1 2.3	0 0	12 27.9	25 58.1	5 11.6
23	I could develop my writing skills through interactive feedback more efficiently.	0 0	0 0	13 30.2	27 62.8	3 7.0
24	I like receiving interactive feedback.	0	0	11	24	8

		0	0	25.6	55.8	18.6
25	Interactive feedback makes me feel less afraid of making mistakes.	0	0	6	22	15
		0	0	14.0	51.2	34.9
26	I am satisfied with clear interactive feedback.	0	1	10	30	2
		0	2.3	23.3	69.8	4.7
27	I received worthwhile experiences from interactive feedback.	0	1	10	26	6
		0	2.3	23.3	60.5	14.0
28	Interactive feedback has a good mix of theory and practical.	0	2	6	21	14
		0	4.7	14.0	48.8	32.6
29	I feel encouraged by receiving interactive feedback.	1	1	4	31	6
		2.3	2.3	9.3	72.1	14.0
30	Interactive feedback encourages my creative writing.	0	1	10	24	8
		0	2.3	23.3	55.8	18.6
31	Interactive feedback saves more time in class.	0	3	16	20	4
		0	7.0	37.2	46.5	9.3

Note: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly disagree

Table 4.18 unequivocally demonstrates that the majority of students valued IF from teachers when assessing their writing paragraphs. Table 4.18 showed the benefits students got from TIF. According to the analysis results from the above Table, students greatly benefited from the TIF when teachers evaluated their writing paragraphs and helped them improve their paragraph writing skills. According to the results of the questionnaire from Item 13, 38/43 students (accounting for 88.4%) had never received feedback from teachers about their paragraphs. That was the reason why students' writing scores were not only bad (Item 4) but they also did not know how to rewrite their writing (Item 5). Item 14 showed that 35/43 students who received IF claimed that thanks to IF, their writing paragraph skills had improved day by day. Moreover, 37 students (Item 15, accounting for 86%) felt more motivated to write their essays better when they got IF early. And among them, 32 students received very beneficial interactive responses to their writings (Item 16, accounting for 74.4%). 34 was the number of students who thought that they could find their own mistakes and correct them by themselves after interacting with the teacher (Item 17, accounting for 79.1%). And they also proved their progress when up to 34 students (Item 21, about 79.1%) had a decrease in errors and an improvement in accuracy in their writing. From those advances, it helped 30 students (Item 22, about 69.8%) realize clearly that IF after each submission was really necessary for students because it would help them rewrite their writings to achieve better results. Furthermore, 69.8% of students claimed that they necessitated responding to teachers' interaction in the stage of completing the most complete article (Item 22). At the same time, from the IF, 30 students (Item 23, accounting for 69.8%) felt they had more ideas to make their writing smoother and better.

In addition to the benefits gained in improving the quality of their writing from IF, students also realized the mental benefits. The result from Table 4.18 exposed that 24/43 students like IF and 8/43 students really like IF (accounting for 74.4%, Item 24) because 86% of them thought that IF helped them reduce the feeling of making mistakes

when writing paragraphs (Item 25). And at the same time, 74.4% (Item 27) received valuable experiences from IF whereas 32/43 students (accounting for 74.4%, Item 26) felt satisfied with clear IF that greatly improved their paragraph writing skills.

From the above factors, 31/43 students agreed and 6/43 strongly agreed and felt more encouraged when writing paragraphs that received IF from the teachers (Item 29), and TIF also helped 32 students have more creativity when writing their paragraphs (Item 30). Thanks to the IF section, especially the feedback on the class group Zalo, there were 24 students (accounting for 55.8%) also felt they could save a little time in class for another activity. Therefore, according to Item 18 in the questionnaire, 25 students agreed and 4 strongly agreed (67.4%) with the opinion that "Interactive feedback has a good mix of theory and practical."

In summary, most of the students had great experiences with the TIF, and they all felt that their paragraph writing skills were greatly improved thanks to the IF from the teacher.

4.2.4 Students' affective attitudes towards using TIF in their paragraph writing

Once more, frequency, percentage, mean, and standard deviation descriptive statistics were gathered and calculated, as seen in Table 4.19. These descriptive results reflected cognitive and behavioral attitudes regarding using instructor IF in their paragraph writing, which were identical to the other two attitudes mentioned earlier.

The final cluster of the questionnaire had 13 Items (N_{all}=43) that addressed students' affective attitudes toward using IF in their paragraph writing. To determine whether students' affective attitudes toward using IF items were the most prevalent, a frequency test was run on the percentage of the 13 Items that made up the final cluster (Item 32 through Item 44). The data analysis for the third theme of the students' affective attitudes towards using TIF in their paragraph writing was summarized and presented in Table 4.19.

Table 4.19: Data of Questionnaire analysis of Cluster 3

Item	Statement	SD (1) %	D (2) %	N (3) %	A (4) %	SA (5) %
32	Interactive feedback is not as important as peer feedback.	10 23.3	23 53.4	8 18.6	2 4.7	0 0.0
33	Interactive feedback helps improve my speaking-listening skills.	0 0.0	2 4.7	10 23.3	29 67.4	2 4.7
34	Interactive feedback helps the teacher-student relationship get better and better.	0 0.0	1 2.3	11 25.6	19 44.2	12 27.9
35	Interactive feedback encourages me to actively participate in pair/group discussions.	0 0.0	0 0.0	10 23.3	23 53.5	10 23.3
36	Interactive feedback stimulates my thinking more.	0 0.0	3 7.0	11 25.6	21 48.8	8 18.6
37	Through interactive feedback on group sites, many shy students gradually gain more	0 0.0	0 0.0	13 30.2	24 55.8	6 14.0

	confidence in their studies.					
38	I think teachers should use interactive feedback during writing paragraphs to help students feel more motivated for learning.	0 0.0	1 2.3	9 20.9	21 48.9	12 27.9
39	Thanks to the interactive feedback, it helps me to be more responsible in completing my writing.	0 0.0	2 4.7	6 14.0	29 67.3	6 14.0
40	I become more self-aware in finding mistakes in my writing and finding ways to correct those mistakes through interactive feedback with teachers.	0 0.0	0 0.0	9 20.9	29 67.5	5 11.6
41	My self-study ability also increased through those interactive feedback suggestions.	0 0.0	0 0.0	13 30.2	26 60.5	4 9.3
42	Sometimes the teacher's response is still slow, more or less affecting the emotional circuit and interest in rewriting the work.	0 0.0	2 4.7	10 23.3	20 46.4	11 25.6
43	At first, it took time for me to understand the teacher's comments.	1 2.3	2 4.7	8 18.5	26 0.5	6 14.0
44	The recording file of the teacher's comments is sometimes not clear.	2 4.7	4 9.3	8 18.5	23 53.5	6 14.0

Note: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly disagree.

As shown in Table 4.19, it can be speculated that the use of IF in the process of writing paragraph writing skills for students is almost unfamiliar, requiring them to actively participate in the process of writing skills and the teacher should give more IF in the teaching process for students.

Regarding Item 32, the unfavorable item, 10 strongly disagreed and 23 of the total respondents disagreed with the statement "Interactive feedback is not as important as peer feedback" as shown in Table 4.19, whereas 8/43 (18.6%) did not have a definite answer to this statement and only 2 (4.7%) agreed and no comments strongly agreed. According to students, not only did IF help improve students' listening-speaking skills (29 students agree and 2 students strongly agree, Item 33) but also contributed to improving the relationship between students and teachers getting better and better (19 students agree and 12 students strongly agree, Item 34). Not only that, 33/43 students (Item 35, accounting for 76.7%) also said that IF motivated them to actively participate in group work sessions and stimulates their thinking more (Item 36, 29 students, accounting for 67.4%). However, there were still quite a few students who were still hesitant about these items (ranging from 11 to 12 students).

The promotion of shy students to become more confident in their learning is one aspect of the TIF that 30/43 students agreed with, with just 13 students remaining undecided about this (Item 37). For Item 38, 29 respondents (accounting for 67.4%) agreed with the statement that "... teachers should use IF during writing paragraphs to help students feel more motivated for learning." Thanks to IF, 35/43 students (81.4%, Item 39) agreed with the idea that students would be more responsible to finish their writing. In addition, after obtaining IF from the teacher, up to 34/43 students (Item 40, accounting for 79.1%) would become more aware of discovering their errors in their writing and correct them by themselves; just 12 students (accounting for 27.9%) were still unsure of

this idea. And from those, students' self-study ability also increased with 26/43 agreeing and 4/43 strongly agreeing, only 13 opinions (accounting for 30.2%) were still wondering about this (Item 41). Additionally, students voiced their opinions when the teacher reacted slowly to their work because they believed it would negatively affect their sentiments to finish it; up to 31/43 students agreed with this viewpoint while 10/43 students are still unsure (Item 42). At the same time, 32 respondents (accounting for 74.4%) agreed with the fact that at first, it took time for them to understand the teacher's feedback; while only 1 strongly disagreed and 2 disagreed with this (Item 43). The final question on the questionnaire, "The recording file of the teacher's comments is sometimes not clear," drew a variety of responses at varying rates. Regarding the audio quality of the recorded files on the Zalo group of the class, 2 severely disagreed and 4 disagreed. 23 students agreed with this statement, 6 strongly agreed, and 8 people were unsure (Item 44).

In conclusion, the majority of students expressed a positive attitude toward IF for the last cluster, and they all agreed that it had numerous advantages for practicing paragraph writing skills while also helping students develop good learning habits. Beside analysing data from questionnaires to clarify students' affective attitudes towards using TIF in their paragraph writing, the results would be illuminated more clearly depending on the results of six interviews from 6 interviewees from the EG.

4.3 Findings from the interview

After collecting questionnaire data, six semi-structured interviews with six students from the EG were executed after the course of treatment in order to better understand their understanding of using TIF in writing paragraphs and gather specific information about how the students felt about practicing their English paragraph writing abilities with TIF, the benefits, challenges as well as learning with this method in the future. Face-to-face interviews were conducted with the consent of the students and recorded for qualitative data collection. Then the data were copied and analyzed. The topics that emerged from student replies included (1) students' perceptive of the value of IF, (2) their sentiment to that intervention, and (3) their manner of using IF in developing their paragraph writing skills. The content of the interviews was summarized in the Table 4.20.

Table 4.20: Data analysis of Interview

Attitude	Data analysis	Who (S1- S6)
Cognitive	Understanding what TIF is	All
	Applying TIF in writing paragraphs	All
	Thinking of writing paragraphs – a difficult skill	
	Activities:	Ss: 2, 3, 4, 5, 6
	+ Questioning and answering to solve the problems	Ss: 3, 5, 6
	+ Explanation without prompting	All
Affective	Positive feeling:	
	+ Interesting	All
	+ Fun	All
	+ Motivation	All

	Negative feeling:	
	+ Stress	Ss.: 2, 5, 6
	+ Worry	Ss.: 2, 5
	+ Noise	1
	Working in class (face-to-face)	All
Behavior	Widening vocabulary, grammar, writing skills	All
	Interaction	S5

As the results described in Table 4.20, for five interviewed students, writing paragraphs in English, a compulsory skill in the school curriculum for students starting from junior high school, was a difficult skill when learning English because there was a difference in wording between English and Vietnamese. Besides, grammar and vocabulary are big barriers that students often encountered when writing passages.

"I think it's difficult but not too difficult if you have your help. I have the idea for the writings, but the vocabulary and grammar are confusing." (S2)

"In my opinion, although writing paragraphs is quite difficult, the more difficult it is, the more I have to try to do it, so that I can improve in that respect. As for writing, it can help me develop more ideas about my writing. So, I think that even though writing paragraphs is difficult, I can still do it." (S3)

"Writing a paragraph is also quite difficult." (S5)

Only one interviewed student claimed that writing English paragraphs in his program was quite easy because he believed in his level.

"In my opinion, learning to write English paragraphs in my program is quite easy. Because when I write an English paragraph, I have a good grasp of the words related to that topic and know quite well the grammar, so I can build a complete and clear article." (S1)

Because paragraph writing is a difficult skill for lower secondary school students, when being introduced to the TIF and its application to the process of writing paragraphs for students, the interviewees all had positive thoughts about this method. All the interviewed students understood what the TIF was, and told how often they got TIF in learning.

"I have done some of writing for class and got TIF quite often. IF is an exchange between teachers and students during the learning process." (S1)

"So often when I write paragraphs." (S2)

"After each writing, I've always got the teacher's comments, especially TIF." (S3)

"I think TIF is a process of exchange between teachers and students to clarify something in a lesson that students are still not clear." (S6)

Thanks to the IF, students have a better understanding of the problems encountered in their work, and find ways to correct them appropriately. After each discussion, students will recognize their own problems and find ways to fix those mistakes by themselves. Although sometimes the self-correction is still not accurate, it also helps them to gradually improve after each paragraph.

"...Because it will help me understand where and why I am wrong so that I can overcome my own shortcomings, help me develop more and write better." (S1)

"They are very useful for me because they will help me more easily recognize my mistakes, and can also help me develop my ideas..." (S3)

"There were many mistakes that need to be corrected. Sure, TIF helps my sentences to become more coherent and correct." (S5)

Besides, students also expressed their interest in TIF activities. All six interviewed students liked the teachers' explanation because it helped students understand the lessons better and attracted more students in their studying.

"Giving an explanation will be more effective because when the teacher asks such a question, it is not only me but also some other students who will not understand what the questions mean, and don't know how to fix mistakes, either; so, it's better to give an explanation." (S4)

However, there are also three students who like the teacher's questioning part, among them, there are two students think that both ways, questioning and explanation, are well because according to them, this activity will stimulate the students' thinking in the lesson more, and when the teachers ask questions, they will get more answers from the students, and then will conclude more issues. There is a connection between the teacher's explanation and the prompting questions for students to identify the problems themselves. From then, students can recognize many errors that they may encounter in their writings.

"I think it's both because it's connected and it's more obvious." (S5)

"I think the explanation is effective, too. Because if teachers explain, they will answer the students' questions." (S6)

Moreover, all six interviewed students liked the class feedback because they thought that they could listen to more specific, detailed, and clearer explanation, noise-free audio. They preferred learning in class because it was more interesting and easier to acquire the lesson.

"I recommend giving feedback in class because when giving feedback in class, all other students in the class can hear the teacher's explanation for their question, and then we can avoid those mistakes when do homework." (S1)

"I prefer to explain in class. Because it's directly explained in class, I understand faster." (S2)

"I think giving explanation in class is better so that I can gain experience for myself and also let other students have experience to make our writings better." (S6)

During the experiment of IF on the process of forging students' writing skills, students have got many emotions that helped them a lot to overcome their shortcomings encountered in the process of doing the test. All six interviewees were interested in TIF. The students felt happier and more motivated to learn when their learning results were improving after each lesson. Thanks to timely and effective IF, students' learning results are significantly improved in terms of grades and quality.

"It helps me increase my ability to learn and absorb more knowledge." (S5)

"I think it's effective because it helps me overcome my mistakes." (S6)

However, sometimes students also feel sad, nervous, worried, and disappointed about themselves because they have not made much progress in their studies despite their best efforts.

"On the downside, sometimes there is some the TIF that makes me think how I could write such a bad essay and not a better, clearer one." (S1)

"I think it's about the score may be limitation." (S6)

Besides, another thing one of interviewees dislike was noise from the other students when they practice writing in class. It was very difficult for students to concentrate on writing.

"Regarding the inconvenience, I don't see any inconvenience when doing the feedback section in class. But the only thing that I see is that the surrounding environment will

affect me, sometimes the noise makes me unable to concentrate when writing paragraphs." (S1)

Although IF also brings some negative thoughts, its benefits cannot be denied for developing students' paragraph writing skills. Grammar is also improved gradually after each article, especially the ideas in the article are streamlined and much better than before.

"I think all three are because ideas can be expanded, especially on social issues. As for grammar, I can correct mistakes that I am still facing." (S3)

"More vocabulary and ideas." (S1)

And the interviewed students themselves also expressed their interest in continuing to learn to write paragraphs (and also other skills, other subjects) using TIF.

"The IF *is very good, it helps me a lot in learning, especially writing skills."* (S2)

In addition to developing necessary skills for the subject, students also acknowledge that the relationship between teachers and students is better through IF with teachers.

"There are interactions between teachers and friends too." (S5)

"... It will strengthen the relationship between teachers and students." (S5)

In short, the six interviewed students were all interested in using the TIF in the process of developing students' writing skills. They recognize that thanks to the IF of teachers, their learning has been greatly improved, and thereby also create a good relationship between teachers and students.

5. Discussion

The current study attempted to look into how TIF might help EFL students write paragraphs better. The study also aimed to investigate how students felt about TIF during their classes on paragraph writing. The study's findings suggest that the findings of this study and those of earlier comparable studies have both similarities and differences.

5.1 Research questions 1: What are the effects of using TIF on EFL students' paragraph writing performance?
As can be seen from the above findings, the mean score of pre-test of both the CG and EG is nearly equal ($M_{CG}=4.673 \approx M_{EG}=4.622$), indicating that before the intervention of

IF from teachers, the level of students in both groups was almost equal. But when there was the intervention of TIF in the writing process of students of the EG, the results of the post-test of the two groups began to have significant differences, the mean score of the EG was much higher than the mean score of the CG ($M_{EG}=6,791>M_{CG}=4.686$). In addition, when comparing the mean scores of the four component scores of the pre-test, both the CG and EG had almost no significant difference. However, there was a large difference in mean score of post-test in the two groups EG and CG. All four component scores of the post-test of the EG were much higher than the scores of the CG, respectively: the total score of the organization: $M_{EG}=1.503>M_{CG}=1.090$, the total score of the Vocabulary: $M_{EG}=1.780>M_{CG}=1.145$, the total score of the Grammar: $M_{EG}=1.730>M_{CG}=1.145$, the total score of the Task Completion: $M_{EG}=1.767>M_{CG}=1.302$. As a result, when compared to students in the CG, students in the EG make significant improvements in their writing, including in terms of Organization, Vocabulary, Grammar, and Task Completion. After 14 weeks of study without using IF from the teacher, the author of the paper can infer from statistics that the students in CG did not significantly progress in terms of Organization, Vocabulary, Grammar, and Task Completion.

One of the outcomes from the current study was that the TIF had a favorable and statistically significant impact on students' ability to write paragraphs. According to the results of the current study, participant success in writing paragraphs was improved by the TIF. This result is consistent with some previous studies, which includes Saeed and Al Qunayeer (2022), Barana et al. (2021); Li, Sharma, Lu, Cheung and Reddy (2022). Saeed and Al Qunayeer (2022) claimed that students were able to debate writing-related concerns, engage in precise text edits, and negotiate comments thanks to IF. The study addresses the pedagogical ramifications for teachers in encouraging IF methods in writing courses. Through the study's findings, Barana et al. (2021) demonstrated that their large improvement in performance is evidence that they were able to master the resolution process thanks to IF. According to Sadler's concept, IF can be useful for the advancement of mathematical understanding. Moreover, in their research paper, Li et al. (2022) also came to the conclusion that this approach to "Using Interactive Feedback to Improve the Accuracy and Explainability of Question Answering Systems Post-Deployment" not only improves the deployed model's accuracy but also other more potent models for which no response data is collected. Additionally, users can decide whether to accept an answer by using explanations produced by models and by humans, respectively. The research findings of Akbarzadeh et al.'s (2014) study also demonstrate that oral IF has a significant impact on accuracy and complexity when it comes to revising students' paragraph writing. The accuracy and complexity of learner writing have been shown to be significantly impacted by vocal feedback (including linguistic cues and hints) given during interaction.

5.2 Research questions 2: What are the students' attitudes towards using TIF in their paragraph writing?

The participants in the current study agreed with the attitude questionnaire's items, according to data from the questionnaire. First, the data analysis revealed that students appreciated the direct feedback from the teacher on how well they were writing. Particularly for section one of the questionnaire, the majority of respondents stated that learning to write English paragraphs previously had not been successful for a variety of reasons. However, as a result of the IF, students have learned valuable information to advance their understanding of paragraph writing (Akbarzadeh et al., 2014).

Moreover, thanks to IF, students feel more driven to learn, especially while learning to write paragraphs, and steadily advance in their learning (Akbarzadeh et al., 2014). Students identify their own and their friends' errors and then fix them, in part to assist cut down on errors in their writing. This has aided students in developing greater self-assurance. Additionally, through the IF, new language and information have been stored in their memory to aid in their continued growth, in addition to fresh ideas for paragraph writing. In addition, receiving such interactive criticism has helped them gradually enhance the quality of their writing and paragraphs. Students benefit because they enjoy receiving more IF.

Last but not least, students have a very favourable attitude toward participatory feedback (Batalla-Busquets, Hintzmann, Martínez-Argüelles, Plana-Erta & Badia-Miró, 2012). Students believe that IF considerably enhances the rapport between teachers and students as well as between students themselves. Since then, students have become more engaged in their studies, more in charge of their own education, and particularly appreciate lessons that include IF.

6. Conclusions

To identify the similarities and differences between the two groups before and after the test, it first looks at the pre-and post-test findings. And the outcomes proved that students' writing performance is substantially affected by the IF provided by teachers. By examining data from questionnaire and semi-structured interviews, it then proceeds to investigate the attitudes of learners towards this strategy. Results from questionnaires and interviews also showed that students have a favorable attitude towards the usage of TIF in their writing classes. Students, in particular, have a good perception of teacher interaction as a means for enhancing both the learning environment and student performance in writing paragraphs.

Conflict of Interest Statement
The authors declare no conflicts of interests.

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