

## ABSTRACT

**Sulaeman, M. Fauzi. 2019: Utilizing Dialogic Feedback to Enhance EFL Learners' Grammatical Accuracy in Writing.** A Paper. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.

Grammatical error is one of the most frequent errors found in EFL learners' writing. This may indicate that grammatical accuracy in writing is the significant challenge faced by EFL learners. Therefore, this study is intended to explore the use of Dialogic Feedback (DF) to enhance Indonesian EFL learners' grammatical accuracy, particularly in writing. This study aims (1) to observe how the process of giving dialogic feedback in writing is implemented, (2) to find out the progress of EFL learners' grammatical accuracy in writing after dialogic feedback.

This study applied qualitative research approach, particularly a case study design. Case study was implemented because this research explored the process of using dialogic feedback to enhance EFL learners' grammatical accuracy in writing class which is bounded by the time and activity. It was implemented in the second semester students of English Education Department in UIN Sunan Gunung Djati Bandung academic year 2019. The participants of this study were nine students and the sample was selected by using purposeful sampling technique based on the researcher's need to get the finding. Observation and document analysis were used to obtain the data. The data analysis was presented by describing the result of observation. In addition, students' writings were analyzed its grammatical accuracy by using writing rubric proposed by Brown (2015).

The result of this study showed that the process of giving dialogic feedback was implemented in Teaching and Learning Cycle (TLC) by Derewianka (2016) and dialogic feedback procedures by Beaumont (2011). Those were BKOF, supported reading, modelling/ deconstruction, preparatory guidance, jointly construction, in-task guidance, performance feedback, and independent writing. In addition, the giving dialogic feedback was begun in jointly construction stage. Moreover, this study showed that eight of nine students got progression in their grammatical accuracy in writing after dialogic feedback.

In conclusion, the implementation of dialogic feedback could enhance students' grammatical accuracy, particularly in writing. This study is recommended for those who want to know the different result of dialogic feedback implementation in Indonesia.