

ABSTRACT

Nurfadilla, Farha. 2020: Using Peer Assessment within a Framework of Dialogic Feedback to improve EFL Students' Writing Performance.

Peer assessment is seen as a strategy that can help students to become good writers, with peer assessment students can get benefits that could affect the development of the students' writing and language performance. However, there are several problems relating to peer assessment, the problems were students' limited proficiency in the language and writing rules. These make they challenged to give useful feedback. Moreover, the students tend to make errors in providing feedback to their peers. To respond to those problems, peer assessment needs to put into a more accommodating agenda of feedback. Therefore, the objective of this study is to explore the use of peer assessment framed by Dialogic Feedback in improving students' writing performance, especially descriptive paragraph. This study aims (1) to observe the process of using peer assessment within the framework of dialogic feedback, (2) to see the progress after the implementation of peer assessment within the framework of dialogic feedback, (3), to find out the students' perception toward the use of peer assessment within the framework of dialogic feedback.

This study employed a qualitative-research approach and was designed as a case study. The design is suitable to observe the process of peer assessment activities framed by Dialogic Feedback in the online class of Paragraph Writing. The class involved 41 students and one teacher. The data collection techniques of this study were observation, document analysis and closed and open-ended questionnaires. Document analysis was used to find out the progress of students' descriptive writing after the peer assessment with the complete process of dialogic feedback, the questionnaire was used to find out the students' perception toward the peer assessment.

The result of this study showed that Peer Assessment was implemented well within the framework of Dialogic Feedback procedure, including Preparatory Guidance, In-task Guidance and Performance Feedback (Beaumont et al., 2011). Moreover, the students' opinion paragraphs improved after the peer assessment, the students also saw peer-assessment positively, it was proven by 92,2% of the students agree that peer assessment is usefull for the students' learning. To conclude, Peer Assessment within the framework of Dialogic Feedback improved the students' writing performance, particularly in descriptive paragraph.