

CHAPTER I

INTRODUCTION

A. Background

This research aims to find out how peer assessment benefits on EFL students' descriptive writing. Peer assessment is referred to as a peer review, peer response, peer evaluation and peer feedback, in which students read each other and give feedback to their writings (Bartles, 2003, as cited in Abdulmoneim, 2012).

Peer assessment is first introduced by Henry Oldenburg in 1965. According to Baker (2016), peer assessment as a strategy that can help students to become more sophisticated thinkers and writers. Besides, the peer assessment encourages the students learning involvement By involving the students in social interaction, it develops the students' confidence and reduces the students' anxiety in the learning process (Moussaoui, 2012). Furthermore, Liu and Hansen (2002), as cited in yastibas & yastibas (2015), stated that peer assessment as a strategy that demands students to take responsibility for the learning activity. It is proved by the peer assessment activity that involves students in the learning-writing process, in which the students are demanded to assess each other's work.

However, the researcher found several problems related to the peer assessment. First, students have limited proficiency in the language and the rules of writing that make them challenged on providing useful feedback (Leki, 1990; Tsui & Ng, 2000, as cited in Rouhi & Azizian, 2013). Second, students tend to make errors in providing feedback to their peers' writing (Nelson & Murphy, 1992, as cited in Rouhi & Azizian, 2013). Moreover, according to Bostock, 2000; Brown, 2004; Mok, 2011, as cited in Chong, 2016, peer assessment is critisezed because the students are not motivated to give the corrective feedback to the peers, because of the students' low self-efficacy.

To respond those problems, peer assessment needs to put into a more accommodating agenda of feedback. The researcher found a study by Beaumont et

al. (2011). They involve 23 staffs and 145 students from different schools/colleges and universities to explore students' experience of assessment and develop feedback form and process. They proposed Dialogic Feedback Cycle involving three stages, where peer assessment is included in one of the stages. First, the teacher gives the exemplar and instruction about the rules of how the peer assessment is conducted. Second, the students make the first draft and then followed by the peer assessment, in which students are given the assessment tools to make easier the feedback process. Third, the teacher and students review the feedback in the form of dialogue for clarification. Experiencing this feedback cycle, the students revealed that they got a different culture of feedback, which positively affected their achievement.

In regard to the study by Beaumont et al. (2011), I suggest the peer assessment's roles within the complete feedback involving three stages, which framed by Dialogic Feedback Cycle promotes the students' learning performance, especially in learning English writing.

In the site of the present research, second semester of English Education Department of UIN Sunan Gunung Djati Bandung, based on my limited observation, there are some problems in learning English paragraph writing. The linguistic inaccuracies, such as grammatical and lexical errors and missing information in the students' writing is still unavoidable.

Those problems are potentially tackled by the activity of peer assessment done within the framework of Dialogic Feedback Cycle. It is supported by Min, 2005; Yu & Lee, 2015; Zhao, 2014, as cited in Yu & Lee (2016), peer assessment is a form of collaborative learning, which considered as a pedagogical activity to improve the teaching and learning writing. Meanwhile, Dialogic Feedback is an interactive process conveying all dialogues between the teacher and the students (and their peers) to support learning in formal and informal situation, before and after feedback (I. Chong, 2017; S. W. Chong, 2017; I. Lee, 2014). These dialogues become exchanges of ideas, involving a relationship where the participants jointly

think and reason (Gravett & Petersen, 2002) and reconcile their different perceptions (Ajjawi & Boud, 2017).

There are several types of research regarding the use of peer assessment. One of them is research by Mawlawi Diab (2010), on the title “Effects of peer-versus self-editing on students’ revision of language errors in revised drafts”. The finding shows that the students who engaged in peer editing reduced more rule-based language errors than those who engaged in self-editing. It indicates that peer assessment can improve the students' language ability. However, this research is different from previous research. The previous research focused on the impact within and without peer assessment in the teaching English writing activity, while this research did not only focus on the impact of peer assessment in the teaching English writing, but this research was conducted with more feedback sessions which framed by Dialogic Feedback Cycle involving three stages, where peer assessment is included in one of the stages. Besides, this research also investigated how are the students' responses regarding the peer assessment within a framework of Dialogic Feedback Cycle in the teaching English writing activity.

B. Research Questions

Based on the problems in the background above, this study formulates the following questions:

1. How is the process of peer assessment within the framework of Dialogic Feedback on EFL students' descriptive writing classroom?
2. What is the progress of EFL students’ descriptive writing after the peer assessment within the ramework of Dialogic Feedback?
3. What is the students’ perception on peer assessment within the framework of Dialogic Feedback

C. Research Purposes

Based on the research questions above, this study is intended to gain the following purposes:

1. To find out the process of peer assessment within the framework of Dialogic Feedback on EFL students' descriptive writing classroom.
2. To find out the progress of EFL students' descriptive writing after the peer assessment.
4. To find out the students' perception on peer assessment within a framework of Dialogic Feedback

D. Limitation of the Research

The research focuses on three matters. First, the peer assessment within the framework of dialogic feedback as a model that is implemented in teaching writing. Second, concerns about the progress of the students' descriptive writing within the peer assessment in the aspect of students' organizational idea and students' grammatical accuracy. Third, focuses on the students' responses to the peer assessment in writing activity.

E. Research Significance

This study is expected to become a source of information about the benefits of the peer assessment in teaching writing and expectation to give some understanding to English teachers about the importance of the peer assessment within a framework of dialogic feedback as a strategy for teaching writing. Therefore, this research provides theoretical and practical significances.

Theoretically, this research provides more information to English teachers and students about writing and the process of writing. Besides, it provides information about the related technique of teaching writing.

Practically, this research gives significance to:

1. Students

The result of this research is expected to help students to improve their writing by using peer assessment.

2. Teachers

This research is expected to give some contributions to English teachers in determining the best strategy for the teaching-learning process, especially for teaching writing.

F. Rationale

Hyland, (2003, as cited in Liao 2016), stated that writing requires the burden of expressing thought and the use of language. The cognitive demand performs both tasks simultaneously, which causes the writer, especially EFL learners, difficult enough to avoid grammatical errors. In writing, the writers pass several stages including planning, drafting, revising, and editing, and evaluating. (Langan, 2005). In planning, the writers plan about what they are going to write and deciding what they are going to say. In the drafting process, the writers is focused on the fluency of the writing. In revising and editing, the writers read the whole text that they have been written. After that, the writers edit and revise their work when they find unclear information and grammatical error, either from their own reviewing or the feedback given by the teacher or peers. In evaluating stage, it concerned with the evaluation of the students' writing.

Feedback is an ongoing and interactive collaborative process, which is participated by the teacher and the students. Providing feedback is considered as an activity that can improve the students' performance (Gibbs & Simpson, 2004; Hattie & Timperley, 2007, as cited, in Steen-Utheim & Wittek, 2017).

Peer assessment is a form of collaborative learning, in which it is considered as a pedagogical activity to improve the teaching and learning writing (Min, 2005; Yu & Lee, 2015; Zhao, 2014, as cited in Yu & Lee, 2016). In other words, peer assessment is a part of cooperative activity in writing. It will give a benefit for the students and their peer who provides the feedback. (Harmer, 2004). In this research, peer assessment is done as a part of a Dialogic Feedback Cycle, involving three cyclical stages: preparatory guidance (discussing task instruction and exemplar), in-task guidance (providing feedback on draft with peers) and performance feedback (reviewing feedback guided by teacher for clarification).

To make the process of writing becomes easier, the writers need to decide what kind of genre they are going to write. Because it causes the content structure and language use in the writing. It is supported by Harmer (2004), that “genre represents the norms of different kinds of writing”. Two types of text are learned in paragraph writing class, such as descriptive and argumentative text. For the easiness of the research, this study will focus on descriptive text, descriptive text must teach based on the syllabus of second semester of English Education Department.

According to Derewianka & Jones (2016), descriptive text is seen as ‘all about report’. In other words, descriptive texts describe one type of entity whose specific characteristics are bundled together, each describing a particular aspect. Meanwhile, Gerot and Wignell (1995:208), as cited in Masitoh & Suprijadi (2015), descriptive text defines as a text aims to describe a person, animals, place, and thing. Three main aspects of the text are social purpose, structure and language feature. The social purposes of descriptive text are (1) to give information about a particular entity by describing its features, history, special characteristics (specific description), (2) to give information about a species or class of things by describing physical attributes, behaviours, uses, etc. The structure of descriptive text consist of title, general statement, and description. The language features of descriptive text are noun group, relating verb, present tense (with the exception of historical report), and action verb.

G. Previous Research

Several previous studies discuss the improvement of students' writing within the peer assessment, particularly in the EFL context. Several studies about peer assessment have been conducted with experimental design.

Mawlawi Diab (2010) investigated the effect of peer and self-editing on revising language errors of the students' writing. This study uses pre-test and post-test with a quasi-experimental design to compare the effect of peer and self-editing in revising a draft. The aspect that is revised is rule-based language error (subject/verb agreement), and non-rule-based language error (sentence structure and word

choice). The result shows that the students who engaged in peer editing reduced more rule-based language error in revising draft than who engaged in self-editing. It indicates that peer editing which refers to peer assessment influences the improvement of the students' writing.

In other studies, Shen et al. (2020) explored the effect of peer assessment on Learning Autonomy (LA) in Chinese English writing class. Seventy English major sophomores from an independent college in China are involved as the participants in this study which are randomly divided into an experimental and control group. They distributed a questionnaire on LA to the two groups. The finding shows that peer assessment is employed in an English writing class, it promotes the students' autonomous of learning ability. The Peer assessment encourages the students' confidence of study and students' self-efficacy.

Furthermore, concerning with the impact of peer assessment on EFL students' writing, Togero & Usman (2014) conducted a quantitative study employing one control group and one experimental group. The two groups did the same series of writing activities. The experimental group was asked to do an additional activity, which is peer assessment. The results indicates that there are different scores between the control group and the experimental group, the experimental group gets a higher score than the control group in the post-test. It proves that peer assessment improves the students' writing ability.

However, this study is different from the previous studies. The previous studies focused on the impact within and without peer assessment in the teaching English writing activity, while this study did not only focus on the impact of peer assessment in the teaching English writing, but this study was conducted with more feedback sessions which framed by Dialogic Feedback Cycle involving three stages, where peer assessment is included in one of the stages. Besides, this research also investigated how are the students' responses regarding the peer assessment within the framework of Dialogic Feedback Cycle in the teaching English writing activity.