


ENHANCING STUDENTS' NARRATIVE WRITING SKILLS THROUGH PEER DYNAMIC ASSESSMENT: A CLASSROOM ACTION RESEARCH

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Article Info	Abstract
Article History Received: November 2025 Revised: December 2025 Accepted: December 2025 Published: January 2026	<i>This classroom action research aimed to improve students' narrative writing skills through the implementation of Peer Dynamic Assessment (PDA). The study was conducted in three cycles involving 30 students of the eleventh grade. The data were collected through writing tests, observations, and interviews. The results showed continuous improvement in students' writing performance. The mean scores increased from 66.5 in the pre-cycle to 73.2 in Cycle I, 78.6 in Cycle II, and 84.8 in Cycle III. The percentage of students achieving the minimum mastery criterion (KKM 75) also rose from 26.7% to 93.3%. Students demonstrated better control of text structure, grammar, vocabulary, and mechanics. Qualitative findings revealed that students were more motivated and aware of their errors through collaborative feedback. These findings indicate that Peer Dynamic Assessment is an effective approach to enhance both cognitive and affective aspects of writing instruction.</i>
Keywords Peer dynamic assessment; Narrative writing skills; Writing assessment; Classroom action;	
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INTRODUCTION

Writing is widely regarded as one of the most complex and demanding skills in English language learning, requiring learners not only to generate and organize ideas but also to express them coherently using appropriate linguistic forms. Hyland (2016) emphasizes that writing should be approached as a dynamic process, involving stages such as planning, drafting, revising, and editing. However, in many English as a Foreign Language (EFL) contexts, including Indonesia, students often perceive writing as a product-oriented activity. This limited view prioritizes the final product over the essential stages of development and improvement. As a result, students often focus solely on producing a final text without engaging in the iterative process of idea development and revision, which hinders their ability to produce well-organized and creatively expressed writing (Yoon & Kim, 2022; Zhang et al., 2021; Zabihi, 2018). This study seeks to explore how adopting a more process-oriented approach to writing can address these issues by examining an alternative pedagogical method, peer dynamic assessment (Wang et al., 2017; Serra et al., 2023).

In Indonesia, junior high school students are introduced to narrative writing as a central component of their English curriculum (K13 and the updated Merdeka Curriculum). The learning objectives for narrative writing require students to understand the structure of narrative texts, including the orientation, complication, resolution, and reorientation, and to express their

experiences or creative stories using correct grammar and vocabulary. Despite its importance in both the curriculum and students' language development, teaching narrative writing remains a challenge. Teachers and students often struggle with the conventional methods of teaching writing, which fail to provide meaningful opportunities for interaction, feedback, and revision. Classroom observations and interviews with English teachers in Magelang junior high schools reveal that the teaching of narrative writing continues to rely on traditional, text-based methods. Teachers primarily use textbooks, focusing on grammar explanations and model texts (Fatiani et al., 2021; Wijaya, 2023). Students are then asked to analyze these texts and write similar ones on their own. While this method introduces basic structural patterns, it offers limited opportunities for active participation, collaborative learning, and the revision of drafts, which are critical for improving writing proficiency and fostering creativity.

Additionally, writing instruction in these classrooms tends to emphasize grammatical accuracy over content development and creativity (Fajrin et al., 2025; Fadli et al., 2022). Students are rarely given the opportunity to revise their drafts meaningfully or to receive detailed, constructive feedback. The lack of engagement with the writing process and the emphasis on correctness over expression results in students perceiving writing as a challenging and intimidating task. Preliminary data from this study confirms this issue: of the 30 ninth-grade students surveyed, only 8 (26.7%) met the minimum mastery criterion (KKM = 75), with a class average score of 66.5. Common problems among the students included poor organization of ideas, limited vocabulary, incorrect verb tense usage, and frequent mechanical errors. Many students also expressed a lack of confidence and reluctance to express their ideas in English, often fearing mistakes or criticism from their teachers. These challenges underscore the need for a more engaging and supportive approach to writing instruction.

To address these issues, there is an increasing need for more interactive and collaborative learning approaches that can simultaneously foster students' linguistic competence and build their self-confidence. One promising method is Peer Dynamic Assessment (PDA), which combines the principles of Dynamic Assessment (DA) with peer collaboration. DA, rooted in Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD), emphasizes the role of mediated interaction between teacher and learner, allowing for targeted guidance and support during the learning process (Lantolf & Poehner, 2011). PDA extends this concept by incorporating peer collaboration, where students engage in mutual feedback, error correction, and linguistic scaffolding. Unlike conventional peer assessment, which typically focuses on judgment, PDA emphasizes collaborative learning and knowledge co-construction through dialogue and negotiation. By working together, students not only improve their writing skills but also develop responsibility, confidence, and a deeper understanding of the writing process.

Despite the promise of process-oriented approaches like PDA, the teaching of narrative writing in Indonesian junior high schools remains largely centered on teacher-led, text-based instruction. This lack of opportunity for collaborative feedback and self-reflection has led to stagnant student outcomes. Therefore, this study aims to investigate the potential of PDA to enhance both the cognitive and affective aspects of narrative writing instruction. The goal of this classroom action research is to explore how the implementation of Peer Dynamic Assessment can improve students' narrative writing skills while simultaneously fostering greater confidence, motivation, and self-efficacy. By providing structured opportunities for peer feedback and reflection, this study aims to contribute to the development of more effective and engaging writing instruction in the Indonesian context, aligning with the curriculum's focus on improving students' overall language proficiency.

RESEARCH METHOD

Research Design

This study adopted a Classroom Action Research (CAR) design, following the model proposed by Kemmis and McTaggart (1988), which includes four stages: planning, acting,

observing, and reflecting. The study was conducted in three cycles, each lasting two weeks, to address the research questions and achieve the study's objectives. In the planning phase, the researcher identified specific problems students faced in narrative writing, developed lesson plans incorporating Peer Dynamic Assessment (PDA), and prepared observation sheets and assessment rubrics to guide data collection. The acting phase involved the implementation of the planned activities, such as the introduction of PDA, peer feedback sessions, and guided writing tasks. The observing phase focused on collecting qualitative data, including writing tests, observation notes, and interviews, to track students' engagement and progress. In the reflecting stage, data was analyzed, and discussions with the collaborator (the English teacher) provided insights into improvements and areas needing further refinement.

The CAR design is particularly suitable for this study because it allows for ongoing adjustments based on real-time feedback, which is essential when exploring the effectiveness of a dynamic, student-centered teaching method like PDA. However, potential limitations include the risk of researcher bias in data interpretation and the limited generalizability of findings due to the study's small, localized sample. To mitigate these issues, the researcher incorporated multiple data sources (tests, observations, and interviews) and worked closely with the teacher to ensure balanced and objective reflections during each cycle.

Participants

The participants of this study were 30 students of Class IX at junior high schools Magelang, consisting of 12 male and 18 female students aged between 14 and 15 years old. The class represented a mixed-proficiency group based on their previous English scores. Most students came from middle to lower socioeconomic backgrounds and had limited exposure to English outside the classroom. During the preliminary stage, the students' writing scores showed that only 8 students (26.7%) achieved the minimum mastery criterion (KKM = 75), while the rest performed below the expected standard. Their main difficulties included organizing narrative elements, applying correct past tense forms, and using appropriate connectors. This condition made them suitable subjects for classroom action research aimed at improving writing skills through Peer Dynamic Assessment (PDA).

Instruments

To collect comprehensive data, the researcher used three main instruments: writing tests, observation sheets, and interviews. The writing tests served as the primary quantitative instrument to measure students' progress in narrative writing. Each student completed a narrative text task at the end of each cycle. The assessment rubric covered five aspects: content, organization, vocabulary, grammar, and mechanics. The scores from each cycle were analyzed to determine improvement trends.

The observation sheets were used during classroom activities to record students' engagement, peer interaction, and responsiveness during PDA implementation. Both the researcher and the collaborating teacher acted as observers to ensure objectivity and reliability. These observations provided qualitative insights into how students mediated one another's learning, how actively they participated, and how they responded to feedback.

The interviews were conducted after each cycle with selected students to explore their perceptions and experiences of participating in PDA. The interview data provided deeper understanding of the affective aspects of learning, such as motivation, confidence, and awareness of writing improvement. Through triangulation of these instruments—quantitative tests and qualitative observations and interviews—the validity of the findings was strengthened, ensuring that both cognitive and affective dimensions of learning were adequately captured.

Data Analysis

In this study, qualitative data were analyzed using thematic analysis, a technique that allows for the identification and interpretation of patterns or themes within the data. Initially,

the researcher transcribed interviews and observation notes, and then applied a process of open coding to break the data into manageable chunks. Each piece of data was reviewed for recurring ideas, behaviors, or student perceptions related to the writing process and the effectiveness of Peer Dynamic Assessment (PDA). The codes were then grouped into broader themes, which were analyzed to gain insights into students' learning behaviors, attitudes, and the impact of peer feedback on their writing development. This process helped to identify the key factors contributing to students' progress in narrative writing and their engagement with collaborative learning techniques.

Ethical considerations were paramount in ensuring that the study was conducted responsibly. Informed consent was obtained from all participants, including both students and the collaborating teacher, ensuring they understood the study's purpose, procedures, and their right to withdraw at any time without penalty. To maintain confidentiality, all personal identifiers were removed from the data, and pseudonyms were used in reporting findings. The study adhered to institutional review board (IRB) guidelines, ensuring compliance with ethical standards for research involving human participants.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This study aims to contribute to the development of more effective and engaging writing instruction in the Indonesian context, aligning with the curriculum's focus on improving students' overall language proficiency. The study was conducted in three cycles, each lasting two weeks, to address the research questions and achieve the study's objectives. In the planning phase, the researcher identified specific problems students faced in narrative writing, developed lesson plans incorporating Peer Dynamic Assessment (PDA), and prepared observation sheets and assessment rubrics to guide data collection. The acting phase involved the implementation of the planned activities, such as the introduction of PDA, peer feedback sessions, and guided writing tasks. The observing phase focused on collecting qualitative data, including writing tests, observation notes, and interviews, to track students' engagement and progress. In the reflecting stage, data was analyzed, and discussions with the collaborator (the English teacher) provided insights into improvements and areas needing further refinement. Table 1 presents the students' writing achievement in per cycle.

Table 1
Students' Mean Scores per Cycle

Cycle	Mean Score	Improvement from Previous	% Achieving KKM (≥ 75)
Pre-Cycle	66.5	–	26.7%
Cycle I	73.2	+6.7	53.3%
Cycle II	78.6	+5.4	73.3%
Cycle III	84.8	+6.2	93.3%

The findings of this classroom action research indicate a substantial and consistent improvement in students' narrative writing skills as a result of implementing Peer Dynamic Assessment (PDA) across three cycles. The quantitative data reveals a marked increase in students' mean writing scores, rising from 66.5 in the pre-cycle to 73.2 in Cycle I, 78.6 in Cycle II, and 84.8 in Cycle III. This progressive increase suggests a positive trend in students' ability to organize and express their ideas more effectively over time. Additionally, the percentage of students meeting the Minimum Mastery Criterion (KKM 75) showed a significant improvement. Initially, only 26.7% of students reached the KKM in the pre-cycle, but by Cycle I, this increased to 56.7%, and further to 80% in Cycle II. The final cycle saw 93.3% of students meeting the KKM, demonstrating the growing proficiency in their narrative writing skills. This improvement can be attributed to the structured use of PDA, which provided students with regular peer feedback, scaffolding, and opportunities for reflection. Not only did PDA enhance

students' linguistic abilities, but it also boosted their psychological confidence in writing. These findings reflect the comprehensive benefits of the PDA approach, fostering both cognitive and affective development in students' writing.

Table 2
the improvement of students' scores

Cycle	Mean Score	% Meeting KKM (≥ 75)
Pre-Cycle	66.5	26.7%
Cycle I	73.2	56.7%
Cycle II	78.6	80.0%
Cycle III	84.8	93.3%

In the pre-cycle, students demonstrated limited ability in constructing narrative texts. Most writings lacked clear orientation, complication, and resolution. Common problems included verb tense inconsistencies, limited vocabulary, and weak sentence cohesion. Observations indicated that students were hesitant to express ideas in English and often depended on teacher correction. This condition reflects the typical challenge faced in Indonesian EFL classrooms, where students' exposure to writing practice and interactive feedback is minimal.

During Cycle I, the implementation of Peer Dynamic Assessment began with training sessions on how to provide constructive peer feedback. Students were guided to identify errors and offer suggestions under teacher supervision. The students showed moderate improvement in text organization and grammar accuracy, but they still relied heavily on teacher mediation. Some students were reluctant to comment on their peers' work, fearing they might give incorrect feedback. Despite these limitations, classroom interaction began to shift toward more collaborative learning, and students started to show awareness of their writing strengths and weaknesses.

In Cycle II, students became more familiar with the peer mediation process. They engaged in more meaningful discussions and demonstrated a deeper understanding of narrative text structure. Their use of past tense became more consistent, and vocabulary choice was more varied. The average score increased by 5.4 points from the previous cycle. Observation notes revealed that students were more confident in revising their drafts based on peer input. Interviews also indicated that they found the feedback process beneficial in recognizing their own errors. These findings resonate with those of Fatimah and Madya (2020) and Afshari et al. (2020), who found that peer feedback enhances learner autonomy and linguistic accuracy in EFL writing.

By Cycle III, students displayed significant progress in almost all aspects of writing. Their texts showed improved coherence, richer vocabulary, and fewer grammatical errors. Most students were able to produce well-organized stories with logical sequencing of events. The peer feedback sessions ran smoothly with minimal teacher intervention, indicating the internalization of self- and peer-regulated learning. Furthermore, students expressed higher motivation and confidence, as they valued the sense of responsibility and cooperation in the peer assessment process. These outcomes are consistent with Yan and Tang (2023), who emphasize that engagement in peer feedback fosters learners' cognitive, social, and affective growth.

The combination of dynamic mediation and peer collaboration helped students' progress within their Zone of Proximal Development (ZPD) as described by Vygotsky (1978). The continuous scaffolding through peer and teacher feedback enabled learners to gradually perform writing tasks independently. Peer Dynamic Assessment not only improved the linguistic quality of students' writing but also cultivated their confidence, critical thinking, and mutual respect. Hence, it can be concluded that PDA is an effective pedagogical approach for enhancing writing

skills in EFL classrooms, especially in contexts like Indonesia, where opportunities for interactive assessment are still limited.

Improvement by Writing Aspect

The results of the research demonstrate a consistent and significant improvement across all aspects of students' narrative writing performance after the implementation of Peer Dynamic Assessment (PDA). As shown in Table 3, the mean scores for the five assessed aspects—content, organization, vocabulary, grammar, and mechanics—improved steadily from the pre-cycle to Cycle III. The overall trend reflects the effectiveness of PDA as a pedagogical approach that combines formative feedback, collaborative learning, and scaffolding. The most substantial gains occurred in organization and grammar, suggesting that the peer mediation process was particularly effective in helping students structure their ideas and use grammatical forms more accurately in context.

Table 3
Mean Scores of Writing Aspects per Cycle

Aspect	Pre-Cycle	Cycle I	Cycle II	Cycle III
Content	68	74	79	85
Organization	65	72	77	84
Vocabulary	67	73	78	85
Grammar	64	71	77	83
Mechanics	69	74	80	87

All five aspects showed noticeable progress, especially in organization and grammar, which had the largest relative gains.

In the pre-cycle, students' writing products were characterized by limited development of ideas, weak organization, and frequent grammatical errors. Their narratives often lacked coherence, and sentences were mostly simple or fragmented. This finding is typical in Indonesian junior high school contexts, where writing instruction tends to focus on completing written tasks rather than guiding students through the stages of the writing process. As a result, students found it difficult to elaborate on ideas and apply the conventions of narrative text. The low initial scores in organization (65) and grammar (64) clearly reflect these challenges.

After the introduction of Peer Dynamic Assessment in Cycle I and Cycle II, students began to show gradual but meaningful improvement. The collaborative peer feedback process encouraged them to think critically about their own writing and their peers' texts. Students learned to identify weaknesses in organization and grammar and to offer constructive suggestions. By Cycle II, the mean scores for organization increased to 77 and grammar to 77 as well, showing that students were increasingly able to structure their narratives with clear orientation, complication, and resolution. The improvement in vocabulary and mechanics also suggested that students became more attentive to word choice, punctuation, and capitalization during peer review sessions. This stage marked a shift from teacher-centered correction to learner-driven assessment and self-regulation.

By Cycle III, students demonstrated remarkable mastery in almost all writing aspects. They were able to compose narratives with coherent plots, varied vocabulary, and grammatically accurate sentences. The highest score in this cycle was observed in mechanics (87), followed closely by content (85) and vocabulary (85), indicating that students had internalized both the linguistic and technical elements of good writing. Moreover, classroom observations and interviews revealed that students felt more confident and motivated to write because the assessment process was collaborative rather than judgmental. This aligns with Vygotsky's (1978) notion of the *Zone of Proximal Development* (ZPD), where learning is most effective through social interaction and guided assistance. The peer mediation process provided the scaffolding students needed to progress from dependent to independent writers.

Discussion

The implementation of Peer Dynamic Assessment significantly improved students' narrative writing performance, supporting the notion that collaborative mediation fosters deeper learning (Lantolf & Poehner, 2011).

Cognitive Development through Mediation

During PDA sessions, students exchanged drafts and provided guided mediation based on rubrics. Many learners could identify and correct errors more effectively with peer feedback than when working independently. This aligns with Afshari et al. (2020), who found that group dynamic assessment enhances EFL learners' writing accuracy through collaborative scaffolding.

In the Peer Dynamic Assessment (PDA) sessions, students actively exchanged drafts, analyzed their peers' writing, and provided mediation based on clear rubrics that covered content, organization, vocabulary, grammar, and mechanics. These structured interactions allowed learners to identify specific areas of improvement in each other's texts while also deepening their own understanding of writing conventions. Observation data revealed that when students discussed their peers' errors—such as verb tense inconsistencies or weak paragraph transitions—they often recognized similar issues in their own work. This interactive process of giving and receiving feedback enabled learners to internalize linguistic rules more effectively than when feedback was provided solely by the teacher. Such findings echo Afshari et al. (2020), who demonstrated that group dynamic assessment improves EFL learners' writing accuracy and syntactic awareness through collaborative scaffolding.

The cognitive benefits observed in this study can be explained through Vygotsky's (1978) concept of the *Zone of Proximal Development (ZPD)*, which posits that learners progress most effectively when supported by social mediation. In the PDA sessions, students did not simply correct each other's mistakes; they engaged in dialogic negotiation of meaning, discussing why a sentence was grammatically incorrect or how a narrative sequence could be made more coherent. These discussions acted as a form of cognitive apprenticeship, where knowledge was co-constructed through peer interaction. As learners verbalized their thought processes and justified their revisions, they externalized internal mental operations—an essential step in cognitive development according to sociocultural theory. In this way, peer mediation served as both a cognitive and metacognitive tool, helping students move from dependent learners who rely on teacher correction to independent writers capable of self-regulated editing.

Furthermore, the findings reveal that mediation through peer collaboration not only enhanced linguistic accuracy but also promoted deeper awareness of writing as a process. Students began to plan their drafts more strategically, revise content for coherence, and monitor grammatical accuracy more consciously. The teacher's role shifted from direct instructor to facilitator, guiding the interaction rather than dominating it. This shift aligns with Lantolf and Poehner's (2011) view that Dynamic Assessment transforms assessment into an instructional event by integrating mediation within the evaluation process. The peer interactions observed in this study embodied what Hyland (2016) describes as the "social dimension of writing," where learners co-construct meaning through dialogue. Thus, the PDA approach provided both a platform for collaborative meaning-making and a pathway for developing cognitive control over language use. The consistent improvement in grammar and organization scores from Cycle I to Cycle III further supports the notion that mediated peer feedback effectively fosters cognitive and linguistic growth in EFL writing contexts.

Affective and Motivational Gains

Qualitative observations indicated that students felt more confident and motivated to write after participating in PDA. They appreciated the opportunity to act as both assessors and

learners, which created a supportive classroom community. This finding is consistent with Fatimah and Madya (2020), who reported that peer feedback fosters engagement and reduces writing anxiety.

Table 3
Summary of Qualitative Themes from Interviews

Theme	Description	Sample Student Quote
Increased Confidence	Students felt supported during feedback sessions	"I'm not afraid of mistakes anymore because my friend helps me fix them."
Awareness of Errors	Learners became more conscious of grammar and structure	"When I check my friend's work, I realize my own mistakes."
Motivation to Write	Students showed enthusiasm to write longer and better stories	"It's fun to learn from each other, not only from the teacher."

The qualitative data obtained from student interviews revealed three major themes that supported the quantitative results: increased confidence, heightened awareness of errors, and stronger motivation to write. These themes illustrate how Peer Dynamic Assessment (PDA) fostered not only linguistic development but also affective and metacognitive growth among students. The students' voices highlight the transformative impact of learning through social interaction and guided mediation—core principles of Vygotsky's (1978) sociocultural theory, which posits that learning occurs most effectively within the *Zone of Proximal Development (ZPD)* through collaborative dialogue.

The first emerging theme, which increased confidence, reflected how peer mediation helped students overcome anxiety and fear of making mistakes. As one student expressed, *"I'm not afraid of mistakes anymore because my friend helps me fix them."* This indicates that students began to view writing as a shared learning process rather than an isolated task subject to teacher judgment. Such peer support reduced the psychological pressure often associated with writing in a foreign language and encouraged students to experiment with ideas more freely. This finding aligns with Lantolf and Poehner's (2011) notion that dynamic assessment creates a supportive environment where learners receive mediated assistance that builds self-efficacy and agency.

The second theme, awareness of errors, demonstrated how peer feedback stimulated students' metacognitive reflection. Students reported that reviewing their peers' work helped them notice their own grammatical and structural weaknesses. One student stated, *"When I check my friend's work, I realize my own mistakes."* This reciprocal awareness exemplifies the diagnostic function of dynamic assessment, where assessment and instruction are intertwined. By engaging in interactive feedback, learners moved from relying on teacher correction to self-regulated editing—a shift consistent with the principles of Dynamic Assessment (DA) and Vygotsky's mediated learning. The process of noticing and reflecting on linguistic forms through social dialogue mirrors what Hyland (2016) refers to as the "learning potential" of feedback in process-based writing pedagogy.

The third theme, motivation to write, reflected the positive affective outcomes of PDA. Students expressed enthusiasm and enjoyment in collaborative writing activities, as illustrated by the quote: *"It's fun to learn from each other, not only from the teacher."* This sense of shared responsibility and interaction created an engaging classroom culture that encouraged students to write longer and more meaningful texts. The motivational effect of peer collaboration supports findings from Yan and Tang (2023) and Fatimah and Madya (2020), who noted that peer feedback enhances learners' sense of belonging and engagement in EFL writing classes. In this study, PDA not only improved students' technical writing ability but also nurtured intrinsic motivation, a crucial factor in sustaining language learning progress.

The results of this study strongly align with the principles of Vygotsky's (1978) *Sociocultural Theory*, which emphasizes that learning develops through social interaction within the Zone of Proximal Development (ZPD). The implementation of Peer Dynamic Assessment (PDA) in this research operationalized these principles by creating a collaborative learning space where students mediated one another's writing development. During feedback sessions, learners engaged in meaningful exchanges—asking questions, explaining grammatical choices, and suggesting improvements—which facilitated their cognitive growth. Through these dialogic interactions, students not only corrected surface-level errors but also developed deeper awareness of narrative structure, coherence, and language use. This process of peer scaffolding encouraged self-regulation and the internalization of linguistic structures, moving students from dependence on teacher correction toward autonomous mastery of writing skills. The consistent improvement in writing scores across all cycles demonstrates that peer mediation, when guided by clear rubrics and teacher support, effectively nurtures learners' cognitive and linguistic competence.

Moreover, the findings reflect the multidimensional nature of peer engagement described by Yan and Tang (2023), who argue that effective peer feedback involves not only cognitive engagement but also emotional and behavioral components. The present study supports this framework: cognitively, students engaged in problem-solving and linguistic reflection; affectively, they developed positive attitudes toward collaboration and feedback; behaviorally, they demonstrated active participation in peer review sessions. The students' growing confidence and motivation—expressed in interview quotes such as "*I'm not afraid of mistakes anymore because my friend helps me fix them*"—illustrate how PDA fostered an emotionally supportive environment conducive to risk-taking and learning. These findings show that the success of peer feedback depends as much on emotional and social factors as on cognitive engagement, a view consistent with Vygotsky's perspective that learning is inherently social and effective.

The effectiveness of PDA in enhancing students' writing skills is also supported by a body of prior research that combines peer interaction and dynamic assessment. Afshari et al. (2020) demonstrated that *Group Dynamic Assessment* significantly improved EFL learners' writing fluency and grammatical accuracy through collective scaffolding. This mirrors the current study's results, where students showed the largest relative gains in grammar and organization after engaging in mediated peer review. Similarly, Fatimah and Madya (2020) found that peer feedback not only improved writing quality but also increased learners' motivation and engagement, a result reflected in this study's qualitative findings on students' enthusiasm and willingness to collaborate. Furthermore, Yan and Tang (2023) emphasized the importance of multidimensional engagement—cognitive, affective, and behavioral—in sustaining peer feedback effectiveness. The present study reinforces this by showing that emotional support among peers enhanced both confidence and persistence in writing tasks.

From a theoretical standpoint, the findings also align with Lantolf and Poehner's (2011) conception of Dynamic Assessment (DA), which integrates assessment and instruction into a unified pedagogical activity. In this framework, assessment is not merely evaluative but formative and interactive, allowing mediation to occur as part of the learning process. The PDA approach adopted in this study embodies this principle by transforming feedback sessions into opportunities for instruction, reflection, and self-discovery. Students were not passive recipients of grades but active co-constructors of learning, developing agency in assessing and revising their own work. The convergence of evidence from these studies supports the theoretical soundness and practical effectiveness of Peer Dynamic Assessment in improving both writing quality and learner autonomy.

CONCLUSION

The findings of this classroom action research demonstrate that Peer Dynamic Assessment (PDA) is an effective approach for enhancing students' narrative writing skills in the EFL classroom. The quantitative results revealed a steady increase in students' mean scores and mastery levels across the three research cycles, indicating consistent improvement in content, organization, vocabulary, grammar, and mechanics. Meanwhile, the qualitative evidence confirmed that students became more motivated, confident, and self-aware as writers. These results collectively show that when learners are given opportunities to mediate and assess each other's writing, they not only develop linguistic competence but also foster positive attitudes toward collaborative learning.

The successful implementation of PDA in this study also highlights its dual role as both an instructional and assessment strategy. Unlike traditional teacher-centered evaluation, PDA transforms assessment into an interactive learning process where feedback becomes a tool for growth rather than judgment. Through structured peer mediation, students learn to notice language patterns, understand narrative structure, and reflect critically on their own writing. This process aligns with Vygotsky's (1978) notion of the *Zone of Proximal Development*, emphasizing the importance of social interaction and scaffolding in promoting independent performance. Therefore, the integration of PDA into writing instruction contributes not only to skill improvement but also to the development of learner autonomy and self-regulation.

Based on these findings, several pedagogical implications can be drawn for classroom practice. Teachers are encouraged to integrate Peer Dynamic Assessment regularly into writing instruction to provide students with meaningful opportunities for peer collaboration. It is essential to develop clear rubrics and structured guidelines that help students provide focused and constructive feedback. In addition, teachers should facilitate reflection sessions after each peer-assessment activity to encourage learners to internalize the feedback they receive and apply it in future revisions. Such reflective practice helps solidify learning and ensures that peer interaction translates into measurable improvement.

Finally, this study opens several avenues for further investigation. Future research could examine the long-term impact of PDA on different writing genres such as descriptive, recount, or argumentative texts to determine whether similar benefits occur across various discourse types. Additionally, exploring the integration of PDA with digital platforms, for instance, through online peer review systems or collaborative writing tools—could reveal new possibilities for promoting interactive assessment in virtual or blended learning environments. In conclusion, Peer Dynamic Assessment has proven to be not only a powerful pedagogical tool for improving writing skills but also a meaningful approach to fostering learner agency, reflection, and collaborative engagement in EFL classrooms.

INFORMED CONSENT STATEMENT

Participation in this study is entirely voluntary. By agreeing to take part, the participants acknowledge that they have been informed about the purpose, procedures, potential risks, and benefits of the study. Participants understand that their identity are kept confidential and that all information they provide are used solely for research purposes. They have the right to withdraw from the study at any time without any penalty or loss of benefits to which they are otherwise entitled.

DATA AVAILABILITY STATEMENT

The data utilized in this study cannot be made publicly available due to strict adherence to privacy concerns and ethical obligations that safeguard participant confidentiality. This ensures compliance with ethical research standards and data protection regulations. However, researchers or interested parties who require access to the dataset for validation or further analysis may request it.

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