

A QUALITATIVE STUDY OF WRITING LECTURERS' PERCEPTION ON THE IMPLEMENTATION OF PEER REVIEW

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Abstract

This study explores writing lecturers' perceptions of the implementation of peer review in English as a Foreign Language (EFL) writing classes. Employing a qualitative descriptive design, the research involved two experienced writing lecturers from the English Education Department of Universitas Islam Malang. Data were collected through semi-structured interviews and analyzed using thematic analysis. The findings reveal that lecturers perceive peer review as an effective instructional strategy that enhances students' writing quality, critical thinking, and learning engagement while also reducing lecturers' feedback workload. However, challenges were identified, including students' limited ability to provide accurate and constructive feedback and the additional time required for preparation and guidance. The study concludes that peer review has strong pedagogical potential in EFL writing instruction when supported by clear guidelines, training, and continuous lecturer facilitation.

Keywords: peer review, writing instruction, lecturers' perceptions, EFL, qualitative study

INTRODUCTION

Writing is a core academic skill in higher education and plays a crucial role in developing students' critical thinking, academic literacy, and disciplinary knowledge. In English as a Foreign Language (EFL) contexts, writing instruction becomes more challenging due to students' limited linguistic resources and unfamiliarity with academic conventions. As a result, writing lecturers are required to employ effective instructional strategies that can support students throughout the writing process.

One pedagogical approach that has gained increasing attention is peer review, a collaborative activity in which students provide feedback on their peers' written work. Peer review is believed to foster learner autonomy, critical reading skills, and active engagement in the writing process. Recent studies have reported that peer review can improve writing quality and reduce students' writing anxiety. Nevertheless, the effectiveness of peer review largely depends on how it is implemented and facilitated in the classroom.

Although many studies have investigated peer review from students' perspectives, limited research has focused on lecturers' perceptions, particularly in EFL writing contexts. Lecturers' beliefs and experiences are essential because they influence instructional decisions, classroom practices, and the sustainability of peer review

activities. Therefore, this study aims to explore writing lecturers' perceptions of the implementation of peer review, including its benefits, challenges, and the roles lecturers play in facilitating the process.

METHOD

This study employed a qualitative descriptive research design to capture in-depth insights into lecturers' experiences with peer review. The participants were two writing lecturers from the English Education Department of Universitas Islam Malang, each with more than ten years of teaching experience and a doctoral degree in English education. Purposive sampling was used to select participants who had extensive experience implementing peer review in writing courses.

Data were collected through semi-structured interviews consisting of ten open-ended questions addressing lecturers' perceptions, roles, benefits, and challenges of peer review. The interviews were audio-recorded, transcribed verbatim, and analyzed using thematic analysis. The analysis involved data familiarization, coding, theme development, and interpretation to ensure credibility and trustworthiness.

FINDINGS AND DISCUSSIONS

The findings are organized into four main themes.

Perceptions of Peer Review Implementation

Both lecturers expressed positive perceptions of peer review, viewing it as an effective strategy that supports teaching efficiency and promotes deeper student engagement. Peer review was perceived as helping students become more active, independent, and reflective writers.

Advantages of Peer Review

Lecturers reported that peer review reduced their feedback workload and encouraged students to revise their drafts more carefully. The activity fostered collaboration, critical reading, and idea exchange among students, contributing to improved writing quality and classroom interaction.

Lecturers' Roles in Peer Review

The lecturers emphasized their roles as facilitators and guides. They provided clear instructions, examples, and rubrics, monitored the peer review process, and offered final feedback to ensure accuracy and learning value. Balancing student autonomy with instructional guidance was considered essential.

Challenges in Implementation

Despite its benefits, peer review presented challenges. Students sometimes provided inaccurate or superficial feedback due to limited writing proficiency. Additionally, lecturers noted that peer review required substantial preparation time, particularly at the beginning of the course, to train students and establish effective procedures.

DISCUSSIONS

The findings of this study align with recent research suggesting that peer review is a valuable instructional strategy in EFL writing classrooms. Lecturers' positive perceptions reflect the pedagogical benefits of peer review in promoting collaborative learning and student-centered instruction. By engaging students in evaluating their peers' work, peer review encourages deeper cognitive processing and greater awareness of writing quality.

Nevertheless, the challenges identified in this study highlight the importance of lecturer facilitation. Without adequate guidance and training, students may provide superficial or inaccurate feedback. Therefore, lecturers play a crucial role in designing structured peer review activities, providing clear guidelines, and offering follow-up feedback to ensure learning effectiveness.

CONCLUSION

This study demonstrates that writing lecturers perceive peer review as a valuable and effective instructional strategy in EFL writing classes. Peer review supports student learning, promotes autonomy and collaboration, and reduces lecturers' feedback burden. However, its effectiveness depends on careful planning, student training, and consistent lecturer guidance. Addressing challenges related to feedback quality and preparation time is essential to maximize the benefits of peer review. Future research is recommended to involve more participants and explore students' and lecturers' perspectives across diverse educational contexts.

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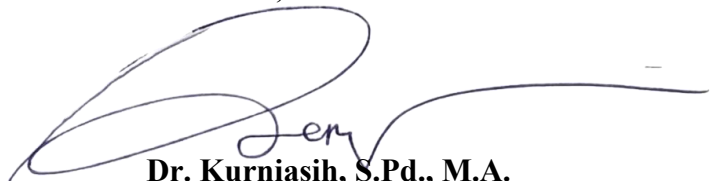
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Advisor I,

A handwritten signature in blue ink, appearing to read 'Kurniasih', with a long horizontal flourish extending to the right.

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