STUDENT INVOLVEMENT IN PEER REVIEWS IN ONLINE WRITING LEARNING

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ABSTRACT

Student involvement in a learning process is a very important factor in achieving optimal student learning outcomes. However, there are still issues related to effective strategies and patterns to improve student involvement in learning. This study aims to identify patterns of peer review that can be applied, explore their effectiveness in online, and identify learner aspiration about the application of peer review in online writing classes.

This research is qualitative research with students enrolled in English writing classes in Bachelor and Master in English Language Education study programs as the data sources. Data were collected through peer review task sheets, peer corrective feedback sheets, and questionnaires or reflection sheets. Data collected through peer review task sheets and corrective feedback sheets were analyzed using data analysis techniques proposed by Miles, Huberman, and Saldana (2013) which included data collection, data presentation, data condensation, and conclusion drawing.

Findings showed that the involvement of students in providing descriptive and corrective feedbacks on online writing classes could occur well with a peer review pattern accompanied with lecturer guides. Feedback given by peers with lecturer guides is also effective, which is indicated by the feasibility of most of the given feedbacks. Based on the aspirations of students, peer review patterns that work well and result in quality peer feedbacks require detailed instructions from lecturers, a good command of English, and good motivation among the students.

Kata Kunci: *student involvement, feedback, peer review, online learning*