

EFL STUDENTS' PERSPECTIVES AS PEER REVIEWERS IN VIRTUAL WRITING CONTEXTS: A CASE STUDY IN INDONESIAN HIGHER EDUCATION

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Article Info	Abstract
Article History Received: February 2025 Revised: May 2025 Published: July 2025	<i>The studies of peer review in EFL composition class have received considerable attention in the literature. However, little understanding of how students as reviewers perceived peer review in a virtual learning environment as part of remote assessment. Due to the expansion of technology and the implementation of hybrid learning, language instructions were shifted from an on-site (face-to-face) learning mode into a blended learning system, including language assessment activities. Although existing research on peer review has been extensive, peer review from a peer reviewer perspectives in the virtual setting is still infrequent. This research aims to investigate EFL students' perspectives as peer reviewers in virtual writing contexts in Indonesian Higher Education. The current study was conducted in an exploratory case study approach. The participants were 41 students. The instruments were open-ended questionnaires and in-depth interviews. In addition, the comment analysis from the peer reviewers was investigated from the rubric of the peer review form. The findings revealed that almost all the peer reviewers voiced positive repertoires regarding the experiences in peer review in a virtual learning environment, and the comment analysis found mostly in the micro and macro meanings and strength comments as the crucial parts in delivering review to the peer reviewees' artefacts. The findings revealed that almost all the peer reviewers voiced positive repertoires regarding the experiences in peer review in a virtual learning environment, and the comment analysis found mostly the micro and macro meanings and strength comments as the crucial parts in delivering review to the peer reviewees' artefacts. The current study implies sharing recommendations for implementing peer review in the virtual writing context with proper preparation before the realization.</i>
Keywords Peer review; EFL writing; Virtual learning environment; Remote assessment;	
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INTRODUCTION

Peer review has raised a lot of interest as a device for student writer quality enhancement of learning. A plethora of peer review studies have garnered increasing scholarly attention from EFL writing researchers and educators due to their extensive cognitive, socio-affective, and metalinguistic contributions to the development of student writers (Ferris & Hedgcock, 2004; Min, 2008). The implementation of peer review has seen significant growth in EFL writing classrooms over the past decade, largely due to the robust backing it receives from social learning theories (Min, 2006; Vygotsky, 1978). Kurihara (2017) reported that student writers under peer review practice assisted in deepening their understanding of text coherence due to

involving the critical reading of others' writing. Student-centred and collaborative are reshaping both the learning process and the concept of being a 'student,' positioning learners as active co-constructors of knowledge (Wilson et al., 2015). Engaging in peer review activities compels the opportunity to step beyond work perspectives through the lens of others (Brown, 2001). However, critics contended that student reviewers were often inadequately prepared for the demanding task, leading to numerous issues, including a lack of understanding of key aspects and the provision of vague or unconstructive feedback (Min, 2008). Hence, under the lecturer's prompt, through modeling and providing feedback, student writers can enhance critical cognitive skills, including revision and commentary, during peer review coaching (Min, 2016).

In the context of EFL learners, writing is a complex skill since the learners should overcome some challenges involving content and mechanical issues (Broughton et al., 2003). Enhancing writing skills entails not only linguistic growth in terms of accuracy, complexity, fluency, cohesion, and coherence but also an understanding of genre and text production processes and metalinguistic awareness through planning, monitoring, and evaluating (Polio, 2017). Ozfidan and Mitchell (2020) detected the predominant hindrances in writing argumentative essays, including issues with organizational structure, formulating a thesis statement, integrating academic sources, supporting arguments with evidence, constructing counterclaims, and refutation paragraphs. Noori (2020) encountered content development and structural organization as persistent obstacles for student writers in the creation of written artefacts. De Smedt et al. (2018) found self-efficacy, writing motivation, and writing strategies are the barriers to co-constructing a writing composition.

In the online setting, students' writing skills were enhanced through continuous support, forum discussions, and access to resources, effectively contributing to their overall learning experience (Gu et al., 2020). Online writing instruction offers advantages, such as flexibility in reviewing and revising received feedback compared to face-to-face instruction (Noroozi et al., 2020; Yang, 2016); collaborative activities can elevate scaffolding and sharpen writing skills (Such, 2019); self-regulated and autonomous learning (Ebadi & Rahimi, 2019); decreased the issues of syntactic complexity, grammatical accuracy, and lexical density in an EFL writing environment (Chuaphalakit et al., 2019; Shang, 2022; Villalon et al., 2018). On the other hand, several drawbacks emerge, such as adjustments in technology adaptation (Grover et al., 2017; Vithanage, 2016) and plagiarism issues (Hussien et al., 2020). Regarding the benefits and barriers of a virtual writing environment, the essential point is the students feel engaged in the class mode, motivated in the course, and can achieve their zone proximal development (ZPD).

Vygotsky (1978) advocated a sociocultural theory that interaction is a crucial aspect of the student's learning process to optimize the ZPD. Peer review in writing instruction is one of the techniques under sociocultural theory, where students build engagement through interaction via the text they produce. The ZPD provides the idea that learning is most effective when a person solves problems with assistance from someone more experienced, such as a teacher or a knowledgeable peer. Peer reviewers gain valuable experience through interactions in the peer reviewing process, where they learn from reviewing compositions of higher quality, facilitating a scaffolding process that supports the development of their ZPD. Numerous studies have investigated the scope of peer review for EFL writing from a process-oriented sociocultural perspective (Zhao, 2018), students' perception and attitude toward peer review (Burke Money Penny et al., 2018; Purchase & Hamer, 2018), the effect of online and face-to-face peer review (Ahmed & Al-Kadi, 2021; Awada & Diab, 2023), student writers' perspectives on anonymous peer review (Kim, 2019), online peer review utilizing plagiarism tool (Li & Li, 2017), peer review perspectives from instructors and students (Ahmed, 2020), the impact of peer review in global and local aspects (Sotoudehnama & Pilehvari, 2016), teaching note-online peer review (Mirick, 2020). The results of the previous research have illustrated various foci and advantages in the implementation of peer review in the writing context. However, little

investigation of peer review in a virtual environment and in online writing that focuses on the peer reviewer's perspectives. To fill the void, the research questions guiding the present synthesis are as follows: What are the perspectives of Indonesian EFL learners as peer reviewers experiences in Pre-Peer Review, While-Peer Review, Post-Peer Review, and Reflective Inquiry? And what are the types of peer reviewers' comments while delivering a review and influencing their writing qualities?

Literature Review

Remote Assessment in Writing Skills

A writing assessment is an unsimple task to gauge due to varied aspects such as the genre of written language, types of writing performance, and micro- and macro skills of writing (Brown, 2004). At the same time, a writing assessment is a tool for learning practices, which empowers students to take responsibility in writing assessments, which were valued more highly than an assessment of learning practices; however, instructors' practices often reflected the opposite, influenced by factors such as assessment training, teaching experience, student attributes, school-level dynamics, and broader assessment culture (Wang et al., 2020). Additionally, a writing assessment and correction feedback from the instructor is essential to develop the student's future writing orchestration (Surkamp & Viebrock, 2018). Moreover, the assessment can be adapted not only based primarily on the instructor's evaluation but also by incorporating peer feedback to review and enhance their fellow students' text compositions (Yu, 2020).

Recently, the writing assessment process has expanded beyond traditional face-to-face settings to a remote assessment mode (Fuchs et al., 2017; Poehner et al., 2015). Providing online writing comprehensive corrective feedback on all types of errors, accompanied by metalinguistic explanations and supplemented with computer-mediated micro-tasks, significantly enhances output accuracy (Sarré et al., 2019). Hanan et al. (2022) highlighted strategies for online written corrective feedback emphasizing direct feedback through text reformulation and error coding and indirect feedback via metalinguistic clues, with a preference for treatable errors due to the effectiveness in student revision. Constructive feedback from the instructor elevates the students' writing efficacy (Setyowati et al., 2024). The students have opportunities to be more autonomous in learning and discovering language in contextuality in remote writing assessment (Kılıçkaya, 2019). The ease of delivering comments, revising, and editing is the potential of the virtual writing assessment (Ebadi & Rahimi, 2019). In the virtual assessment landscape, transparency of the technology enabled instructors to effectively monitor each student's writing behavior, the collaborative writing process, and the final output (Li, 2018). In addition to grading the final product, instructors should allocate a portion of the assessment to reflect the quantity and quality of each member's online contributions and the extent of group members' mutual engagement, such as positive language functions and other collaborative writing interactions (Li & Kim, 2016). Even though the mode is in a remote setting, the crucial point is the quality of the assessment result (Senel & Senel, 2021).

Peer Review in EFL Virtual Writing Instruction

The foundation of peer review is rooted in the cognitive processes of writing theory, wherein individuals continuously refine their goals in response to newly acquired insights (Flower & Hayes, 1981). The concept of peer review is grounded in the understanding that writing and learning are inherently social processes, and many L2 researchers and instructors are optimistic about the effectiveness of peer review for L2 writers (Hyland, 2004; Wu, 2006). Peer review transforms the traditional approach to writing assessment, which was previously the sole responsibility of the instructor (Tai et al., 2015). Peer review employs and fosters transferable skills like critical analysis, communication, and teamwork (Meek et al., 2017; Morris, 2001).

In the online venue, peer review evolves into constructive feedback activity during the revision stage, where students share their drafts with peers to exchange comments, suggestions, and corrections aimed at improving their writing (Huang, 2016). Engaging learners in modelling virtual peer review by identifying tasks, evaluating work, and selecting strategies enhance their reflective and exploratory cognitive skills, such as evaluation, clarification, and justification, while also aiding EFL learners in revising drafts and producing multiple drafts of a single paragraph with improved content, unity, organization, language, and mechanics (Saeed & Ghazali, 2016). As in the social development theory (Vygotsky, 1978), learning, knowledge construction, and cognitive development are mediated through interaction, with scaffolding or support offered by instructors or knowledgeable peers. On the contrary, Mirick (2020) argued that online peer review is squandering time and effort for the instructor because it provides extra sections to coach the learners in practising peer review and reevaluating the results. In a diverse void, Sotoudehnama and Pilehvari (2016) found that through critically reviewing their peers' writing, students enhance their linguistic skills and learn to independently examine, evaluate, and assess their work, identifying areas for improvement without solely depending on teacher feedback.

Peer Reviewer as Multiple Roles

The peer review process provides mutual benefits for the peer-reviewee and the peer reviewer (Lee, 2015). Through the lens of the students, as the peer-reviewee, they receive input and adopt the revision to pursue better skill achievement (Tian & Li, 2018). The positive comments from peer reviewers can strengthen and rectify the commented writing works (Tsui & Ng, 2000). The negative comments from the peer reviewers might weaken the peer reviewee's ability to revise the writing tasks based on the feedback because of trust issues or scepticism of the peer reviewer's capacity (Mendonça et al., 1994). However, Nelson and Carson (1996) reported that the peer reviewee's preference for negative comments was due to expectations for improvement and development in writing skills.

A peer reviewer's role is not only as the mistake detector of the text reviewed but also as the prescriptor, collaborator, and interpreter (Berg, 1999). In a similar vein, Lockhart and Ng (1995) found that peer reviewer roles include as a leader, analyst, examiner, and partner. Nelson and Murphy (1993) classified a peer reviewer's roles into a detractor, struggler, proficient writer, and mediator in the excessive role. Min (2008) demonstrated the four-step training process; the prescriptive, tutoring and collaborative stances are built on a probing approach, where reviewers clarify writers' intentions, address unclear sections, and collaboratively refine ideas, reflecting the view of writing as both a process and a product. Meanwhile, Min (2016) argued that effective peer review implementation positively impacts the focus and quality of comments provided by peer reviewers. Chang (2015) asserted that peer reviewers should be aware of the need to improve draft quality and focus on major writing issues like content and organization, while untrained reviewers who lack this understanding tend to concentrate on grammar and mechanics. Hence, qualified coaching is essential for preparing peer reviewers before evaluating their peers' work successfully (Min, 2005, 2006).

The advantage of being a peer reviewer is sharpening the writing skill due to engagement in evaluation and reflection activities indirectly as the role of the reader, evaluator, and writer (Hollaway, 2004). Reviewing functions as a valuable learning activity, enabling student reviewers to generate ideas that transcend the boundaries of the original text (Chi, 2009). The reviewer's proficiency is better than the peer reviewer's because of learning critically by self-evaluation (Lundstrom & Baker, 2009). Peer reviewer learns to critically evaluate their work during peer review activities, thereby facilitating appropriate revisions (Rollinson, 2005). Reviewers typically identify the specific aspects of writing to address in the peer review and provide guidance aligned with their zone of proximal development (ZPD); however, if the writer's ZPD does not match that of the reviewer, the feedback may not

effectively scaffold learning, resulting in limited benefits from the review (Nassaji & Swain, 2000).

Since the reviewers can comment in good or bad, Cho and Cho (2011) advocated the reviewer can be focused on the several dimension categories such as the surface, micro, and macro meaning while at the same time classifying the content with strengths and weakness. The evaluation dimension is crucial for assessing a reviewer's capacity to identify various writing issues, while the scope dimension is essential for grasping the key characteristics of the reviewing process (Nelson & Schunn, 2009). Braaksma et al. (2004) revealed that writers who elucidated the features of weak or strong writing models exhibited a greater engagement in metacognitive activities, including analysis and goal orientation, than those who did not articulate a writing model.

RESEARCH METHOD

Research Design

The present study employed a qualitative research methodology and adopted an exploratory case study approach to investigate the potential of peer review in enhancing writing instruction within an EFL context. An exploratory qualitative case study approach was selected since it was crucial for obtaining a comprehensive understanding of the challenges and obstacles faced by learners, thereby addressing the research question related to learning environments. The study utilized an open-ended questionnaire and conducted semi-structured interviews to gather authentic examples from real-life contexts. Yin (2014) highlighted that a case study investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and context are not evident. The objective of the analysis was to provide a detailed description and interpretation of learner's experiences in a virtual writing course. In this regard, qualitative research was employed to explore the phenomenon within its natural setting, seeking to understand the subject through the meanings that individuals attribute to it (Creswell, 2012). This approach to qualitative research allows for an exploration of how the diverse experiences and knowledge related to a virtual writing course engaged learners in peer review practices. This approach was selected as it aligns with the study's objective of examining the roles of peer reviewers in pedagogical practices related to writing skills in a virtual environment. The case study focuses on a particular writing classroom, allowing for an in-depth exploration of peer review practices and how learners perceive these practices.

Research Participants

The participants were 41 EFL university students who attended a virtual writing course in a postgraduate English Education major at a private Indonesian university. The selected participants were based on purposive and convenience samplings that voluntarily agreed as a part of the research. Table 1 displays the detailed demographics of the participants.

Table 1
The Participant's Demographic

Description	Items	N	%
Gender	Female	36	87,8
	Male	5	12,2
Age	20-25 yo	7	17,1
	26-30 yo	5	12,2
	30-35 yo	13	31,7
	Above 35 yo	16	39
Educational Background	English Education	29	70,7
	English Literature/Letter	3	7,3
	Education	2	4,9
	Library Science	1	2,4
	Kindergarten	1	2,4

Description	Items	N	%
	Islamic Religion Education	1	2,4
	Islamic Education	1	2,4
	Strategic Management	1	2,4
	Pharmacy	1	2,4
	Economics	1	2,4
English Language Teacher Profession	Yes	30	73,2
	No	11	26,8
Teaching Level	Elementary School	9	22
	Junior High School	11	26,8
	Senior/ Vocational High School	8	19,5
	Non Teacher	8	19,5
	Kindergarten	3	7,3
	Housewife & Entrepreneur	1	2,4
	Informal Course	1	2,4
Language Ability	English	33	80,5
	Bahasa Indonesia	40	97,6
	Javanese	8	19,5
	Sundanese	10	24,4
	Bataknese	1	2,4
	Padangnese	1	2,4
	Arabic	1	2,4
	Malay	1	2,4
	Japanese	1	2,4
	Palembangnese	1	2,4

Prior to participating in the research, the participants filled out the consent form that was attached to the questionnaire, and all the participants agreed to join it. However, only eight participants voluntarily joined in the interview section, which was a semi-structured interview, to delve deeper into the learners' experiences as peer reviewers, and they are pseudonyms and anonymized in narrating the transcripts. The course was a 16-week Academic Writing Course, 2.5 hours each session, that combined both synchronous and asynchronous modes. The writing instructor (the first author), a 40-year-old female, holds a doctoral degree in Language Education and has been teaching writing courses for more than five years. She managed the virtual course with assistance from several LMSs and platforms such as Google Classroom, WhatsApp Group, and Zoom videoconferencing.

Moreover, the students were assigned to write an argumentative essay to stand their agreement/disagreement related to the paradigm adopted in developing an EFL textbook for the Indonesian context. In essay development with the principles of the writing process approach, they should frame the thesis and arguments, outline and draft the essay, and follow the review revision process through the procedure of the peer review process as follows: 1) The student chose the partner for the peer review process (in pair-work activity); 2) Exchange the essays (through email or WhatsApp); 3) Review the essay using the peer review form and scoring rubric; 4) After reviewing the process, send back the essay and the form/rubric to the partner.; 5) Revise the essay based on the feedback given by the partner on the peer review form/scoring rubric; 6) Check the essay for plagiarism.

Data Analysis

The current study employed an open-ended questionnaire and conducted semi-structured interviews to explore learners' perceptions and concerns regarding the peer review practice in a virtual writing course. The open-ended questionnaire is elicited to focus on the learner's experience while involved in peer review activities. The researchers asked questions in an open-ended and non-leading style to get as close to the participants' views as possible and followed each interview with detailed notes about the experience to be peer-reviewed in a

virtual writing course environment. The interview questions were specifically designed to investigate the roles of peer reviewers within a virtual writing course. The researchers used semi-structured interviews to facilitate an informal, flexible conversation. This allowed the interviewer to probe particular areas of interest that arose and to follow areas pertinent to the research question. The semi-structured interview protocol was adapted from Carson and Nelson (1996) and Tian and Li (2018) and modified before being utilized. The interview explored peer reviewers' affective regarding the emotions, feelings, or experiences; cognitive relating to the thoughts, reasoning, or capability; and pragmatic associating to the intention of the act. Subsequently, the peer reviewers' comments were analyzed by dimension categories such as surface feature, micro meaning, macro meaning, strength comment, and weakness comment adopted by Cho and Cho (2011). The interview data were transcribed verbatim and analysed qualitatively and iteratively based on a coding outline. To reach the reality and validity, a triangulation was employed with confirmations via members checking among the writers to the coding data process, analysis, and result.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

To answer the research questions, the thematic coding from the open-ended questionnaire was drawn, followed by the result of the interview excerpt.

Table 2

The Thematic Coding of The Open-Ended Questionnaire for The Pre-Peer Review

Core Category	Sub & Sub-sub Category		Sub & Sub-sub Category	
Pre-Peer Review	Q2		Q3	
	Positive	Negative	Positive	Negative
	Nervous, interesting, hoping, useful, happy, pit a pat hope, glad, helpful, ok, blessed, good, curious, fine, excited, great, hoping, important, surprised, motivated, comfortable, better, grateful, useful	Challenging, afraid, feeling blue, unconfident, worry, difficult, anxious, unconfident, disappointed, unsatisfied, insecure	Excited, improved, understood, found, shared, reviewed, checked, considered, pointed out, suggested, loved, understood, reminded, honest, integrity, great, important, confident, first, elaborative, constructive, possible, motivated, hoping, more knowledgeable, good, paid attention, happy, tried	Challenging, afraid, influent, disliked injury time submission, worry, unready, unprepared, embarrassed, confused

Table 2 illustrates that the participants in the question associated with the pre-peer review that the works would be peer-reviewed indicating significance in the positive description, for instance, the narration depicts such as “*happy, excited, curious, great, etc.*” On the contrary, the students informed the negative assumptions such as “*worry, difficult, anxious, unconfident, etc.*” Meanwhile, regarding the inquiry of being a peer reviewer, almost all the participants expressed it in favorable declarations for example “*improved, important, constructive, motivated, confident, etc.*” On the other side, some of the students argued that the activity would be challenging for them as they figured out in the following repertoires “*afraid, worried, unprepared, embarrassed, etc.*” The reveal is supported by the interview that showcased the affirmation as follows “*At first I felt overwhelmed with so many things to do. But in the end, I found that the things I did (compile a framework, etc.) made it easier for me to compile and finish the argumentative essay that I was working on* (Interviewee 3).” Even though in the initial phase, the participants viewed the task as a daunting activity, with the proper direction from the instructor they could solve their initial speculation as in “*It's a bit difficult at first. However, by getting an explanation from the lecturer and studying the procedure again, it turned out to be that easy* (Interviewee 8).” In addition, the students autonomously prepared the task with their pre-peer review strategies for example,

“Understanding steps to compile a framework, outline, and drafting ideas that I have. Look for various data and facts to support both points of view. Brainstorming to determine arguments and rebuttals (Interviewee 4).” Interviewee 2 added, “In writing the argumentative essay, what I prepare is to read a lot of papers and journals related to the essay that I will write. I make these journals as material for quoting from my writing so that my writing can be accounted for.”

Table 3
The Thematic Coding of The Open-Ended Questionnaire for The While-Peer Review

Core Category	Sub & Sub-sub Category		Sub & Sub-sub Category	
While-Peer Review	Q2		Q3	
	Positive	Negative	Positive	Negative
	Better, interesting, focused, inspired, first, improved, curious, clear, new, explorative, learned, understood, meaningful, processable, recursive, impactful, inspired, amazed, great, adorable, fixed, first	Nervous, confused, unclear, doubt, unreflective, tired, none, challenging, difficult, unqualified, afraid, unrevised, missing	Yes, amazing, improved, helpful, guide, better, known, understood, important, shown, revealed, shared	unknown

In the *while-peer review* regarding feelings and thoughts, the students mostly portrayed positive feelings such as “*better, interesting, inspired, meaningful, etc.*” Conversely, some of the students stated oppositely, “*nervous, confused, doubt, etc.*” Relating to the availability of the scoring rubric, while reviewing, the participants greatly commented on the positive perspectives as “*helpful, guide, important, etc.*” Only one participant stated in negative with the expression “*unknown*”. The excerpt from the interview deployed the beneficial lens such as Interviewee 1 commented, “... *by reviewing other colleagues' essays, I have to look back at the essays that I wrote and at the same time correct/revise the parts that are not quite right according to the suggestions and criticisms given by my partners.*” Interviewee 3 added “*I think that's right. When reviewing the work of my colleagues, I automatically also review my work, by directly "mirroring" the work of my colleagues, I can see the "shadow" that is produced, among other things, what my colleagues do very well who don't I do, I can automatically find out what are the deficiencies or possible mistakes in my writing, so I think this can improve my writing skills.*” The narrations illustrated that while reviewing the students simultaneously learned from the other mistakes, and were reminded of their part works that needed to be corrected.

Table 4
The Thematic Coding of The Open-Ended Questionnaire for The Post-Peer Review

Core Category	Sub & Sub-sub Category		Sub & Sub-sub Category	
Post- Peer Review	Q6		Q7	
	Positive	Negative	Positive	Negative
	agree , almost agree, so so, knowing weakness, knowing better grammar, some revised, all revised, no need revised, having ownership, additional argument, less all-out revised	Disagree, unrevised, unhelpful, none	Yes, knowing weakness, arguing, reviewing, critical thinking, collaborative senses, improved, some improved	Disappointed, confused, time constraint

The participants in the post-peer review depicted predominantly positive associations to their feelings and thoughts toward agreement on the revision from the peer-reviewer and eagerness to rectify for instance, “*agree, knowing weakness, all revised, etc.*”, diversely some of the students stated in the negative view such as “*disagree, unrevised, unhelpful, etc.*” After

the peer review, a large number of students believed that the activity provided advantages in elevating writing skills such as “critical thinking, reviewing, arguing, etc.” However, conversely, in the negative assumption, the students declared “disappointed, confused, and time-constrained.” Meanwhile, the interview excerpt depicted the affective points after accomplishing the writing task as deployed by Interviewee 3: “After finally successfully completing my first argumentative essay, I feel satisfied and also proud of myself, because not only was it my first experience and I managed to finish it well, but I also managed to develop a new skill, namely the skill of writing argumentative essays. Which, of course, are skills that are quite crucial in the world in which I am currently involved, namely English education.” Interviewee 1 added, “What I feel after completing the process of compiling an argumentative essay is that it is not as difficult as I imagined before, and I am satisfied because I was able to finish writing this essay according to the deadline given. In essence, the more you read references, the easier it is to support/strengthen your opinion. The process of writing argumentative essays taught me to be more selective in expressing opinions because they have to be backed up with the right supporting details.”

Table 5
The Thematic Coding of The Open-Ended Questionnaire for The Reflection Inquiry

Core Category	Sub & Sub-sub Category		Sub & Sub-sub Category		Sub & Sub-sub Category	
Reflection Inquiry	Q1		Q8		Q9	
	Positive	Negative	Positive	Negative	Positive	Negative
	Unforgettable, pleased, deficiency, enjoyable, helping, excited, extend, built, interesting, organized, improved, beneficial, helpful, curious, inspired, enthused, useful, happy, positive, impacted, known	Challenging, boring, afraid, anxious, so bad, worry, difficult, hard, stressful, confused, forced, doubt, problematic, struggled	knowing weakness, revising, reviewing, improving, saving time, honing ability, useful, new, happy, enjoy, new perspective, new thing, new experience, clarifying, helpful, glad, interesting, amazing, mutual helping, punctual, great, motivating, open-minded, more learning, feeling, practice, excited, efficient virtual, flexible, open-friend relation, vocabulary, writing style, ideas, point of view, better,	lack in writing, challenging, worry, unrelated review, nervous, exhausted, needing time, collaborator issues, difficult, stressful, virtual obstacle, lack of understanding, need more experience, relieved unsuitable part, unobjective partner, unimproved, awkward, real class preference, time constraint partner, unmatched expectation, confused	more objective, honest, other genre, more often, understanding purposes for reviewer, best score, more learning, agree with the last section, can be tried, implemented, peer review experience, great idea, good, relative, relation depending, editor alike, more understanding with writing process, more often, great, reflection practice, can be conducted collaboratively, mutual learning, peer selection, varied topics, new perspective, some still confident as reviewer, improved, sharpening, group or pair preference, more intensive, not all genres can be applied	little critics, none, time addition, passive collaborator, more peer review training, need more lecturer feedback, efficacy issues as reviewer, scoring rubric quite difficult to be adopted

Mainly the students perceived in positive view regarding reflecting on the construction of an argumentative essay in a virtual class as they posited as follows “unforgettable, enjoyable, exciting, interesting, etc.” yet little depicted in opposite ways such as “challenging, boring, difficult, stressful, etc.” Subsequently, the participants described affirmatively relating the benefits of peer review such as “knowing the weakness, honing ability, having new perspectives, having new experiences, etc.” On the other side, a few of the students stated negatively for instance “needing more time, collaborator issues, unmatched expectation, virtual obstacle, etc.” However, the students assured for future occasions they suggested varied expressions such as “great idea, more often, more intensively, more understanding of the writing process, etc.” Conversely, the students deployed such as “more peer review training section, efficacy issues as a reviewer, passive collaborator, scoring rubric quite difficult to be adopted, etc.” The interview excerpt, regarding the reflective inquiry for the peer review activity, is narrated as

follows “*With peer reviews, I learn to think more critically by reading other colleagues' essays carefully and then giving constructive feedback. I became more aware of the advantages and disadvantages of the essays I wrote, Such as framework, making an outline, and writing an argumentative essay draft in English in the Academic Writing course (Interviewee 1).*” Interviewee 3 commented, “*... By "reflecting" on my colleague's work, automatically, I can find out where the deficiencies or mistakes in my essay are, and I will fix them.*”

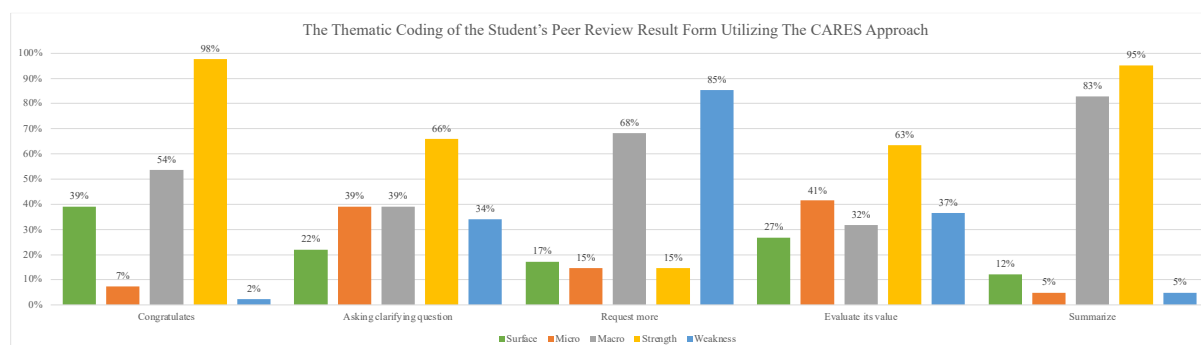


Figure 2. The Thematic Coding of the Student's Peer Review Result Form Utilizing The CARES Approach

Figure 2. depicts the student's result in delivering a review to the peer-reviewed in the Congratulates aspect, mostly in the macro (54%) area, such as “*The writer writes the essay well. The explanation of her arguments is specific, making me easily grasp the writer's aim. The way the writer cites is rule-oriented citation. It gives a good and interesting impression of the results of her writing (P1).*”; “*The writer makes an analogy and describes the material and arguments very clearly and concisely, accompanied by examples that may be taken based on his own experience (P37).*” Mostly, the participants deployed the review in a positive comment (98%) that might felicitate the reviewee as a way of complimenting the task accomplishment, and this could strengthen the reviewee in receiving input from the reviewer.

The aspect of Asking for clarification, the result is an equal position between micro and macro (39%) due to the comment from the reviewer explicitly toward the content, for instance in the micro issues “*The writer should put the thesis statement in the first paragraph. The writer should make the counterargument in the body paragraph clearer. The last paragraph should conclude or summarize all the points of the essay. The conclusion should leave the writer's final thoughts about the topic (P10).*” The macro issues are as follows, “*Please provide a little explanation regarding changes in the English curriculum in Indonesia. How to use global English in teaching English in Indonesia? How to use the English textbooks in teaching English in Indonesia? (P32)*” Even though the number of strengths is slightly higher (66%) than weaknesses (34%), this indicates that in the aspect of asking for clarification, the peer-reviewer discovered multiple problems regarding the content. The aspect of Request more, the peer-reviewer found mostly in the macro meaning dimension (68%) such as “*Please emphasize that the lack of learning English with native speakers does not have a big impact on Indonesian students (P34).*” The comments from peer reviewers are mostly in the weakness (85%) indicating the intensive revision of the peer-reviewee's essay.

Discussion

The current study explored the peer review process in the EFL virtual writing environment from the perspectives of the peer reviewers experiencing the pre-peer review, while-peer review, post-peer review, and reflection inquiry. In the first segment analysis, the peer reviewers' perspectives were derived from an open-ended questionnaire segregated into dual perceptions, which were positive and negative. In addition, the present study investigated

the peer reviewers' comment analysis in the dimension categories surface features, micro meaning, macro meaning, strength, and weakness feedback.

The finding on Indonesian EFL learners' lenses in virtual writing peer review showcased almost all the parts (the pre-peer review, while-peer review, post-peer review, and reflection inquiry) in the positive perspectives, which means the experiences are valuable for the students as peer reviewers to assist them in enhancing their writing skills, particularly in constructing an argumentative essay. This finding aligned with Tian and Li (2018) that peer review activities were enjoyable for the students due to transferring the rich beneficial for them. In a similar vein, Kurihara (2017) found that students may have enhanced their capacity to critically analyze others' writing, which could have contributed to the improvement of their writing skills. Even though, initially, a peer review activity is unfamiliar and seems challenging, the students revealed the positive assumption that they were able to accomplish the task completely. The preliminary assumptions were not because of the incapability to learn but the more pessimistic capacity of the peer-reviewer, such as anxiety, lack of confidence, worry, fear, difficulty, etc., that they could not undertake the task well based on the instructor's direction. This problem is in line with Mirick's (2020) that the instructor's support is necessary for strengthening the reviewer when delivering constructive criticism, whether in content or techniques. As Min (2005, 2006, 2016) suggested, setting training for the reviewer is crucial to prevent vague feedback and misinterpretation of writers' intentions on the reviewers' part, including in commenting, grading, correcting, or suggesting.

Furthermore, the present study highlighted reviewers' repertoire to the benefits of being a peer reviewer such as having new experience, knowledge, and reflection opportunities to elevate writing skills. The finding is similar to Holliway (2004) that the benefit of being a peer reviewer lies in enhancing writing skills through indirect involvement in evaluation, reflection, and assuming the roles of reader, evaluator, and writer. In the same way, new ideas can be generated by evaluating the other's work to develop the reviewer's work (Chi, 2009). Also, for the reviewer and at the same time as the writer, it was the venue of self-evaluation and comparison of the writing skills advancement (Lundstrom & Baker, 2009). Besides, it provides the opportunity to study critical thought to organize appropriate narrations in congratulations, clarification, revision, suggestions, and summaries (Rollinson, 2005). The finding of this study also coincided with Nassaji and Swain (2000), who revealed that the occasion in the peer review as the reviewer assisted the students in improving their writing quality, which means the experiences can be part of ZPD as the scaffolding tool in bolstering writing proficiency. Adopting better compositions from the reviewee, the participants as the reviewers learn through reviewing, self-evaluating, and self-correcting such as on selected vocabularies, correct grammar application, spelling use, and generating ideas. However, due to the learning mode in the virtual setting, the finding revealed that obstacles to online venues emerged such as time constraints, lack of interpretation, lack of confirmation, unsatisfied comments, and unmatched review expectations. Since the environment is diverse to face-to-face, the online setting of peer review should provide more intensive instructor interferences and the detail of instructional design (Ho, 2015; Huang, 2016).

Additionally, the result of this study confirmed to Cho and Cho (2011) that the dominant comment analysis was more intensive in micro and macro meaning, which signified that the reviewers felt the content was more substantial than the surface issues. These issues might be daunting to overcome strategies in solving the problems in the context of micro and macro areas (Flower & Hayes, 1981). Nevertheless, the result of this study exposed not only the strength dimension but also the weakness in the part of Request to pinpoint this area. The reviewer should interpret carefully due to discovering the lack of writing undiscussed the reviewed text. This finding denoted by Braaksma et al. (2004) that the students could learn metacognitive in identifying the crucial part that needed to be revised.

CONCLUSION

Drawing on the peer reviewers' perspectives in experiencing peer review activity as a new endeavour needs appropriate adjustment in the beginning, particularly the context mode in the virtual. Along with the support from the instructor regarding the writing content in the evaluation or assessment as the reviewer and the substantial content that should be a concern, the student can accomplish the task completely. In addition, self-regulation in reviewing and self-evaluation in sharpening critical skills in giving comments to the peer-reviewees' works can enhance the writing capacity of the reviewer at the same time as the writer. The detailed direction and training for the reviewer in engaging peer review is crucial to prevent misinterpretation in delivering the review. The readiness in a virtual context is essential to anticipate the lack of communication between the peer-reviewer and the reviewee. Additionally, the strength comment is valuable to motivate the peer reviewee to undertake the rectification, yet the weakness is also important to develop the proficiency area that needs to be improved. The peer review in the EFL virtual writing environment as a transformation remote assessment is recommended to be adopted with proper preparation before implementation. However, this study was limited to a small number of participants, and the result needs to be generalized through a deeper investigation. Hence, further research can be conducted with quantitatively focused and larger respondents to elicit the generalization result. The implications of the present study might benefit educators in conducting classes with peer review techniques, the students as the learners involved as the peer reviewers, and the researchers who are interested in a similar research focus.

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