

## ABSTRACT

**Lestari, Razkiya Ayu, 2023 Exploring EFL University Students' Peer Reviews of their Children's Literature Writing Assignments in the Creative Writing Subject.** Bachelor Thesis. English Education Departement, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.

This research explores the peer reviews of English as a Foreign Language (EFL) students' children's literature writing assignments. It focuses on the kinds of written feedback and aspects of writing that students give to their peers' writing assignments in the Creative Writing subject. Then, creative writing is frequently employed in English as a Second Language (ESL) and English as a Foreign Language (EFL) classrooms. However, EFL students view writing as the most difficult task and the most challenging language skill. Therefore, peer review techniques can enhance the quality of students' writing.

The research employs a qualitative and case study approach, concentrating on one group of four students from group six. Document analysis is the method of data collection for the four students. There are twelve children's literature assignment documents for which each group member has provided feedback. Each member contributes one piece of children's literature and one comment for each document. Within one assignment document, there are three student responses.

The findings indicate that students utilize multiple types of feedback and aspects of writing. The first student peer reviewer provides direct, indirect, metalinguistic, and unfocused feedback. The student peer reviewer number two responds with direct, unfocused, and feedback as responding. The third student peer reviewer provides direct feedback, metalinguistic feedback, focused feedback, and feedback as responding. The fourth student peer reviewer provides unfocused, direct, focused, and metalinguistic feedback. At the same time, depending on the errors of each peers, not all aspects are provided for them. However, every student provided feedback on the mechanics aspect. The aspect that receives the most feedback is vocabulary, while the content and organization aspects are not addressed frequently. Three of the four students mentioned language use in their feedback.

In conclusion, students only use some forms of feedback in this peer review. Frequently, direct feedback appears. Students are made aware of their writing errors and given the opportunity to fix them. Several aspects of writing that are not quite correct are also found.

**Keywords:** *Peer review, Kinds of Feedback, Written feedback, Aspect of Writing*