

ABSTRACT

This study uncovers how peer review can improve English as a foreign language (EFL) students' ability to evaluate and reflect on their writing in upper secondary text education and as a component of retelling learning. This research focuses on peer review as a pedagogical strategy that can help students improve their writing and critical thinking skills.

If students are to succeed in the modern world, they must acquire critical thinking (CT) skills, which are essential skills. Undoubtedly, the important role played by the teacher in achieving this goal. The initial concept of critical thinking held by a group of Indonesian English teachers, suitable for use in planned classroom activities, is the subject of this study. The data collected specifically consists of written learning activities that use literary works as teaching materials. This study uses a qualitative approach. While this study aims to understand how peer editing improves students' critical thinking through recount text.

This research is divided into two cycles. In the first cycle the teacher only briefly introduced how the recount text method would be applied, the second cycle was carried out by providing reflection by explaining in a structured manner about the recount text and in the end it was taken through the peer-editing method.

The results of this study indicate that peer editing techniques have an influence on students' critical thinking skills in writing recount texts. Students get good grades gradually in the final cycle, with the average student score in the initial test of 63.2, the average student score in the first cycle is 75.4, and the student average score in the second cycle is 80.3. In conclusion, peer editing techniques can improve students' thinking skills in writing recount texts.

Key words: *Peer review, Peer assessment, Writing, Recount Text, Critical thinking, Classroom*