



ERROR ANALYSIS OF WRITTEN PEER FEEDBACK ON STUDENTS' WRITING TASK AT PONDOK PESANTREN DARUL HADIST AIR RIAU KINALI

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Abstract

The background of the research was the problems faced by students in providing feedback on students' writing in the 11th grade of Madrasah Aliyah (MA) Pondok Pesantren Darul Hadist Air Rau Kinali. There were some problems that the researcher found. First one, some students did some error in correcting their peers because their English is limited. The last one, the students didn't learn from the error because the teacher didn't discuss the error with the students. The purpose of this research was to find out what types of errors were made in a written peer feedback that was used by the eleventh grades students of Madrasah Aliyah (MA) Pondok Pesantren Darul Hadist Air Rau Kinali. In this research, the researcher used a qualitative descriptive research. The researcher took total sampling to take the data. There were 18 students in Madrasah Aliyah (MA) that applied peer feedback in writing. The data was obtained through the students' writing tasks, namely writing descriptive text. Analyzed the writing task based on the theory from Ellis. From the results of the research, the type of errors that mostly the peers made was misformation. This is because many students make errors in tobe and personal pronouns. After misformation the error made by the peers was omission, then come to misordering, and the last error of addition.

Keywords: Error Analysis, Writing, Peer Feedback.

INTRODUCTION

Writing is one of the skills in English learning. Writing also delivers the writer's ideas, thoughts, meanings, and any other. In writing process, the writers convey their ideas, expressions, and even sharing something to other, Nunan said that, writing is process where someone invents idea, express idea, and organize idea into statement or paragraph clearly (David Nunan, 2003). Referring to the importance of writing, students in school must have ability in writing. As Walsh says writing is important because it's used extensively in higher education and in the workplace (Walsh K, 2010). In order to get the purpose of writing, the teachers have importance role to make students are able to write in correct sentences. To get the purpose on writing, not only the teachers have role but also the students. As stated in curriculum 2006 or KTSP, writing is one of the English skills that are taught to students of Senior High School. All level of students should be learned this writing skill. Then, in teaching writing the teacher should have many skills, because writing is not a simple process. The teacher uses some strategy to make easy in teaching writing. One of them is using feedback in teaching writing.

Feedback is very important in teaching learning process. It is important for the students and also the teacher. Feedback is giving information about true or false the students' answer of task that given by the teacher, and adding information about explanation where the mistake of students' answer with oral or written. Because of feedback, the students can correct their ability, or feedback as corrective method towards their improvement. Feedback not only given by the teacher, but also can be given by the peer in the school.

Moreover, peer feedback is given response and comment by the friend. It can help the students to know about their mistake. For example, the teacher gives task about writing of the text. Then, the students write about the text. Before the teacher corrects, their friend or peer should correct it first. Next, the friend will correct or give comment on the work his/her friends.

Last, the students give to their teacher. Thus, the peer can help their friends and the students know about the mistake on their writing.

Based on preliminary research that the researcher did on June 14th-15th 2021 by interviewed with teacher and students. There are some problems, the students said that they made some errors in correcting their peers because their English was limited, and interviewed with teacher (Ferdina Eka Desi). The teacher said that some students were still confused about how to provide feedback on their peers' writings. Because they forgot about the rules of the grammar that have learned. So, the researcher found several problems related to students' errors in giving peer feedback in writing descriptive texts.

June 22nd 2021, by looking at the students' assignments that were related to writing tasks, the researchers found problems related to the error of peer feedback on students' writing tasks in writing descriptive texts: the researcher saw the results of their writing. Some students corrected their friend's writing, the student addition using when give peer feedback when descriptive texts. For example, their peers write "she is 160 cm tall" and students give peer feedback "she is about 160 cm tall". So, the peers should to understand about English and have knowledge about peer feedback in correcting their peers' writings.

Based on the researcher's observation at Pondok Pesantren Darul Hadist Air Rau Kinali, it was found the teacher used peer feedback strategy in teaching English. The teacher gave task about writing paragraph. The students wrote on their paper. Before the students gave task to their teacher the students should correct or give comment appropriate with their comprehension on their friend's writing. For example, the students read and gave feedback about mistakes on their friends' writing. After that, the student gave task to their teacher to know that right or not and take value. Thus, the students helped their friends and also learned from their friend's mistakes on writing.

The researcher stated that this research is very interesting to do research on what has been mentioned above to find out whether peer feedback is very helpful for students in writing English, so the researchers raised this matter into a title entitled: "Error Analysis of Written Peer Feedback on Students' Writing Task at Pondok Pesantren Darul Hadist Air Rau Kinali". It is expected that this study may support the English teaching learning process to improve the quality of the study. Referring to the identification of the problem and limitation at the problem above, the researcher formulated the problem as follows: What type error of written peer feedback on students' writing task at the eleventh grades students?

Review of Related Theories

Writing

Writing is one of four basic skills in learning English which should be mastered by students. Writing is a process of expressing and describing language, so that the message and information that is delivered by the writer can be understood by the reader. Nunan said that writing is a physical and mental act, the mental work of inventing ideas, thinking about how to express, and organizing into statement and paragraphs that will be clear to a reader (David Nunan 2003). It means that writing is physical and mental with inventing ideas, expressing them, and organizing them into good paragraphs.

Meanwhile, Sokholik states that writing is a combination of process and product (Sokholik, 2005). The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to the reader. The product refers to the written form of the idea that is delivered to the reader. It means that there are two steps that should be used by the writer in writing. Thus, writing needs a process and a clear idea to be written.

In addition, Zamel defines writing as the process of discovering meaning (zamel, 2007). It means that writing needs composing instruction that recognizes the importance of generating and formulating the writer's ideas. The writer can deliver the idea through the process. Then, some revisions are also needed in order to make the idea explored well and the purpose of the writing be delivered clearly. Thus, the meaning of what the writer writes can be delivered.

From the definition above, the researcher concluded that writing is defined by peers' ability to give corrections to other students' writing. Writing is also a process and activity that allows one to

express ideas and obtain information. A writer must follow the process to make a good paragraph. Everyone can be a good writer.

Peer Feedback

A peer feedback is giving feedback to friends or classmates. According to Falchicov, the peer feedback is interaction with peers to develop their ideas and writing skills (Falchicov Nancy, 2001). That is, students will learn collaboratively. For example, when students write a paragraph, they can share their writing to check their vocabulary, grammar, and organization. This is very important for students, because responses to student writing can come from various readers, classmates, peers, and teachers in order to get good writing.

Then, Hyland states that the peer feedback encourages the development of students' writing and is regarded as critical in improving and consolidating learning (Hyland K, 2006). It means that the peer feedback has the purpose of developing and improving students' writing abilities. It can make the student consolidate with their friends. Then, the student changes their ability to others.

Then, according to Mendonça and Johnson, peer feedback is seen as giving students more control because it allows them to make active decisions about whether or not to use their peer comments as opposed to passive reliance on teacher feedback (Mendonça and Johnson, 2007). Therefore, one of the teacher's tactics to make inactive students active is through peer feedback. Atay and Kurt, state that peer feedback is proved to have an affect impact, increasing motivation through the sense of personal responsibility, and improving self-confidence (Atay and Kurt, 2007). Peer feedback, in other words, not only enhances pupils' writing skills but also boosts their confidence.

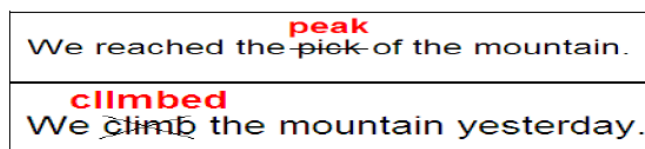
Peer feedback given by friends in writing. In this research, the researcher wants to focus on written feedback, so that's why the writer prepares devices that will be used in the peer feedback activity. It can be used by the student to give feedback correctly. Written peer feedback is given in the form of marks, written comments, and written corrections, and there is a form provided for students to give more suggestions. To lead students to understand what their focus is, the feedback form given should contain leading questions. The students may do chatting activity while peer feedback activity is being done. Another important thing that must be paid attention to in the process is Students must be made aware that they are collaborators rather than correctors.

In conclusion, the students do not only correct mistakes found in their peers' writing, but also offer meaningful and useful inputs for their peers' further development as writers. Based on the feedback from their peers, students will revise their writing when they read and find inspiration or input from their peers' feedback. Feedback that is given may vary, such as praise, criticism, and suggestions. Feedback should be iterative, or open to being re-commented upon by the writer.

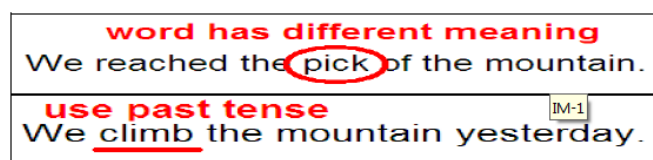
Types of Peer Feedback

There are numerous expert discussions about the various types of peer feedback. According to them, there are two parts, namely: Explicit correction and implicit correction. First, the opinion of Lyster and Kayuza used two sorts of peer input, according to them (Lyster and Kayuza, 2010). One of them is explicit correction refers to the explicit provision of the correct form. As the peer provides the correct form based on students' comprehension, he or she clearly indicates that what the friends had written was incorrect. The last one is implicit correction, this contains either comments, information, or questions related to the well-formedness of the student's writing, without explicitly providing the correct form. It points to the nature of error but attempts to elicit the information from the student. This kind of corrective feedback makes the learner analyze his/her wrong in writing.

Furthermore, Francis used two distinct sorts of peer feedback in writing correction (Francis Victor, 2011). First, explicit correction. Explicit correction (also referred to as "direct" or "overt" error correction) is the type of feedback where the peer directly provides the correct forms or structures to explicitly show the error in the linguistic structure (grammar, vocabulary, and diction) of the student's written text. Second, implicit correction. It is the type of feedback where the peer shows that an error with indirect, such as; underlining, or correction codes and comment.



Picture 1. Example Explicit Correction



Picture 2. Example Implicit Correction

Based on the explanation above, the two experts have the same theory about the type of peer feedback, namely explicit correction and implicit correction. Explicit correction is done by correcting grammatical and vocabulary errors of friends related to peer understanding, crossing out grammatical and vocabulary forms, providing the correct form of underlining or code errors, identifying errors and providing corrections, and having peers provide corrections for unnecessary errors. While implicit correction is done by giving a clue (using code or underlining a friend's mistakes), showing grammatical and vocabulary errors by underlining, code, and commenting, pointing out errors and asking friends to correct their mistakes and correcting mistakes by underlining, code, and comments, then Colleague identified the error but did not provide the correct form.

Advantages of Peer Feedback

There are certain advantages to peer feedback. According to Garofalo and Mulligan, peer feedback has five benefits: they are social skills development, stress reduction and time-saving advantages, motivational effects, improvement in the content of their writing, and gains in grammatical and structural proficiency (Garofalo and Mulligan, 2011).

Additionally, there are benefits for both children and instructors. Peer feedback can help to improve the classroom learning environment by giving students more opportunities to react socially and intellectually, offering rapid feedback and error correction, and boosting collaborative possibilities.

Then, Hill went on to say that one of the most tangible benefits to a student is the opportunity for them to work as part of a team, supporting one another and helping one another succeed (Hill C, 2011). This motivates students to learn from each other when they study with their peers. This implies that if a student serving as an editor can explain errors in their writing to their peers in their own plain language, their peers will understand. When peers are able to offer concrete revision recommendations, it helps students to revise and improve their work.

In addition, Ferris adds, peer feedback has been advocated in several studies for a number of advantages. The students increase their confidence and critical thinking skills as a result of reading text written by peers on similar tasks. Students also obtain more feedback on their writing than they could from the teacher alone. Moreover, they bring multiple perspectives as they get feedback from a more diverse audience (Ferris, 2012). Finally, peer feedback activities foster a sense of community in the classroom. As a result, giving and receiving feedback from peers allows students to enhance the quality of their writing by allowing them to share ideas and provide constructive criticism.

Finally, utilizing a peer feedback method in the teaching-learning process offers benefits. Students learn not just from their teacher, but also from their classmates. The learner will be able to develop comprehension, increase motivation, and communicate effectively as a result of this. Peer feedback also increases classroom engagement by allowing students to question, explain, and remark on each other's work, allowing them to practice conversational skills (asking for clarification and explaining problematic points to each other).

Error Analysis

In the process of learning to use a foreign language, a factor that is usually made by the students is errors. The making of errors is a sign that the students have not mastered and understood the rules of the language being learned. There are many definitions of error analysis proposed by famous linguists. According to Crystal, Error analysis in language teaching and learning is the study of the unacceptable forms produced by someone in learning a language, especially foreign language (David Crystal, 1992). Besides, James explained that error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language (Carl James, 1998). It means that errors analysis is a form in learning language that is inaccurate.

Harmer state that errors are part of the students inter-language that is the version of the language which a learner has at any one stage of development and which is continually re-shape as he or she aims towards full mastery (Jeremy Harmer, 1999). Error analysis claims that students error to large degree are caused by the influence of their first language, instead their errors reflect some common learning strategies (Brown, 2007). It means that errors are the process of students to develop their mastery in learning language especially in writing.

Most people misunderstand that errors and mistakes are not the same thing, and they both have different definitions. by lack of knowledge about the target language or by incorrect hypothesis about it, and a mistake caused by temporary lapses of memory, co, slips of the tongue, and so on. Another way to differentiate between errors and mistakes is if the students can correct themselves, that is probably a mistake, but if they can't, that is an error. In conclusion, when the students make mistakes, they can correct them by themselves. Whereas, if the students make an error, they can't correct it by themselves (Brown, 2007).

The researcher can conclude that the errors analyzed are the errors made by the students when learning a foreign language, and they made some errors which were not appropriate to the correct rules. Error analysis is the way to observe, classify, and identify the tasks of students. By using the error analysis, it can help teacher measure students' ability and can help students improve their ability. Error and mistake are not same, when they make error they can't correct it by themselves whereas, mistakes they can correct it by themselves. So, in this research, the researcher wants to analyze errors in peer feedback in writing descriptive text.

Types of Error

There are four experts explain about types of error made by students who learn English as foreign language: First is Corder. He explains that the different construction among sentence. Corder describes the classification of error differently into four categories. There are omission (omission of some required element), addition (addition of some unnecessary or incorrect element), selection (selection of an incorrect element) and ordering (ordering of elements) (Corder, 1981). It can be concluded that there are four categories of error made by students according Corder, it is omission, addition, selection and ordering.

Second, according Hemchua and Schmitt, classify errors into two categories, which are formal errors and semantic errors. Formal errors classifies into three types, formal miselections, misformations and distortions. While, semantics errors in lexis devided into two main types. Their sub-types are confusion of sense relations and collection errors (Hemchua and Schmitt, 2006). It means that there are two categories of errors which are formal errors (miselection, misformations and distortions) and semantics errors (confusion of sense relations and collection errors).

Third, according to PAN, GR, & WANG ZQ; classifying errors in general, there are ten types. (1) misspelling; (2) disagreement, including that of tense, gender, number and case; (3) wrong collocation, including that of subject-complement, a noun and its modifier, a verb and its object; (4) word choice/use error, inclusive of meaning confusion or usage of synonymy, ignorance of whether choosing a noun or an adjective as predicative or attributive, and the mechanical translation of Chinese into English without considering the context. (5) misuse of parts of speech; (6) misuse of adjective, including that of the grammatical function, the wrong form of its comparison and superlative; (7) misuse of verb, involving confusion of different kinds of verb, such as intransitive, transitive, and auxiliary verbs, and wordiness, e.g. Whenever I call a phone to them...; (8) past

tense(pt.) or past participle(pp.) form of verbs; (9) misuse of singular or plural nouns; (10) wrong structures or expressions, including the sequence of sentence structure, incorrect phrases or expressions (PAN, GR, & WANG ZQ, 2007). According to Roberts, in which we utilized 10 error categories but found the marking system too cumbersome for both students (Roberts, 2001). Then, according to Chaney; the five categories used here represent the five most frequent error types found in a sample of analyzed in texts by writers. Namely, error verbs, noun endings, articles, word choice, and sentence structure (Chaney, 2001). It means that there are five categories most used of errors namely error verbs, noun endings, articles, word choice, and sentence structure.

Four is from Dulay et al. He clarifies errors into four categories based on the surface structure taxonomy (Dulay, et al, 2018). They are explained errors divided into four types: error of omission, error of addition, error of misformation, error of misordering. The types to error will be used as the indicator of this research. Based on Dulay the first type of error is omission, it is characterized by the absence of an item that must appear in a well-formed utterance. Language learners omit grammatical morphemes much more frequently than content words. Besides, according Ellis error of omission is leaving out an item that is needed to make the sentence correct (Ellis, 1997). Meanwhile, James said that omission is the absence of one or more words that have to appear in a well-formed construction (James, 1998). It can be concluded that, omission error is do not use or omit item that is needed to be use when writing sentences.

In this research, the researcher will use the theory of Dulay as an indicator for analyzing the students' peer feedback strategy. All four experts have the same assessment. The theory stated or taken from Dulay is an indicator in analyzing students' peer feedback assessment. This is done because all the theories above support it, and the simplest theory that can be understood is the theory of Dulay. So, this research can help the researcher to answer the research question.

The Procedure of Error Analysis

Ellis explains that there are four steps in analyzing errors. They are identify errors, describing errors, explaining errors, and errors evaluations (Ellis, 2003). First identifying Errors. In order to identify errors the researcher have to compare sentences that learners produce with what seem to be the normal or correct sentences in the target language which correspond with them. For example; Man and little boy was watching him, it is not difficult to see that the correct sentence should be and a man and a little boy were watching him.

Second, Describing Errors. After identifying errors, the researcher classified into types of error. Ellis suggests that one way errors can be classified into grammatical categories by gathering all the errors relating to one grammatical category such as "verb", then identify the different kinds of verb errors. Another way might be to try to identify general ways in which the learner utterances differ from the reconstructed target-language utterances. Such ways include; omission, addition and misinformation.

Third, Explaining Errors. Once errors can be identified and classified, the next task is to explain why they occur. Errors can have different sources. Some errors seem to be universal, reflecting learner attempts to make the task of learning and using the second language simpler, some are common only for those who share the same mother tongue.

Fourth, error evaluation. Evaluating errors is able to help learners learn second language. Some errors which consider more serious need to be focused by the teacher. Some errors, known as global errors, violate the overall structure of a sentence and for this reason may make it difficult to process. Other errors, known as local errors, affect only a single constituent in the sentence and less likely to create any processing problems. The procedures of analyzing errors by Ellis are the fundamental resource in holding an error analysis. In this case, the error that must be analyzed is peer feedback.

The researcher can conclude that there are four steps in analyzing errors: the first is to identify the error, the second is to describe the error, the third is to explain the error, and the last is to evaluate the error. The researcher follows this step to analyze errors because it can help the researcher analyze the errors made by students in writing when providing peer feedback. This is related to the research question of finding out what types of errors were made by students in providing peer feedback in writing descriptive texts.

METHOD

Research Design

This study uses a descriptive qualitative research approach. This is based on research at Pondok Pesantren Darul Hadist Air Rau Kinali, which looked at the impact of written peer criticism on student writing. According to Gay and Airasian, descriptive research seeks to probe deeply into the research setting in order to obtain understanding about the way things are, why they are that way, and how the participants in the context perceive them (Gay and Airasian, 2000). Furthermore, according to Lufri, research conducted to generate descriptive data, such as written or spoken words from humans or observations of their behavior (Lufri, 2005). Dealing with the definition above, it can be explained that qualitative research is conducted to present descriptive data about a thing and describe aspects of that research. The qualitative design was chosen as the appropriate design for this research. The research wanted to describe the type error of written peer feedback strategies used on students' writing task at Pondok Pesantren Darul Hadist Air Rau Kinali.

Moreover, Iskandar says that descriptive was a research method that gives a description of phenomena that is investigated by describing the value of either one independent variable or more variables (Iskandar, 2009). Descriptive study was chosen by the researcher in this research because researcher wanted to find out the fact about what were the type errors by using written peer feedback at Pondok Pesantren Darul Hadist Air Rau Kinali.

Subject of the Research

The sample was a part of the population, which was taken in a certain way from the population itself. Gay and Airasian state that the population is the group of interest to the researchers (Gay and Airasian, 2000). It means that population is collecting individuals or objects known to have similar characteristics. Population is the group to which she or he will like the result of the study to be generalized. The population in this study was students of Madrasah Aliyah (MA) Pondok Pesantren Darul Hadist Air Rau Kinali for the academic year 2021–2022. In this case, the population of this study consisted of one class; namely the eleventh grade. Which had 18 students.

In this research, it used to determine as sample was total sampling. According to Sugiyono, total sampling is a technique of sampling where the number of samples is the same as the population (Sugiyono, 2011). The sampling technique for research, according to Arikunto, is as follows: if the subject is fewer than 100 people, all of them should be taken (Arikunto, 2013). So, the students who were samples in this research were the eleventh grade Pondok Pesantren Darul Hadist Air Rau Kinali which amounted to 18 people.

Instrument of the Research

The instrument can be seen as a tool in this research to collect data. Researchers need instruments to obtain data to describe the type error of written peer feedback strategies used by students at Pondok Pesantren Darul Hadist Air Rau Kinali. Gay and Airasian argue that an instrument is a tool or something used to collect data (Gay and Airasian, 2000). According to Ary et al, the most widely used tools in qualitative research are interviews, document analysis, and observation (Ary et al, 2010).

For this research, the researcher used writing task to collect the data because the researcher wanted to analyze students' writing. The writing task was from students' writing. Students' writing task were expected to find out the data about what types error of peer feedback strategies were used on students' writing.

Technique of collecting Data

In gathering the data in the students' writing task, the researcher has some steps. First, the researcher collected the students' writing task in the learning process. The researcher gave writing tasks to the students in the eleventh grade of Pondok Pesantren Darul Hadist Air Rau Kinali. After that, the researcher gave instruction to the students to correct their friends' writing based on their comprehension. Then the researcher got the students' writing task. The researchers read them to make sure the data needed for this research was there. Finally, the researcher collected the data that

contained the students' writing task and analyze them based on the types error of peer feedback on their friend's writing.

Technique data analysis

The researcher analyzed the data to get a conclusion in order to answer the research question. Data analysis is the process in organizing and arranging the data into pattern, category and the basic explanation in order to get the result of the data. Data analysis is the procedure of structural searching and organizing the written interview, observation record, or other non-textual substances that the researcher collect to rise the understanding of phenomenon.

The researcher use written task to find out what type of errors the students do on the peer feedback in writing descriptive text by looking the writing tasks students. So, the researcher used the procedures of error analysis by Ellis as follows (Ellis, 2000):

1. Identifying Error

The researcher had to compare sentences that learners produce with what seem to be the normal or correct sentences in the target language which correspond with them.

2. Describing Errors

After the total of English errors in each of students' composition identified, they classified that into their types of error.

3. Explaining Errors

The researcher identified English errors by analyzing the source of error

4. Evaluating Errors

In evaluating error, the researcher determined the types of errors from the most frequent to the last frequent due to errors in giving peer feedback on writing descriptive texts.

FINDINGS

The aim of this research was to find out the types error of peer written feedback on students' writing task at Pondok Pesantren Darul Hadist Air Rau Kinali. There are four types of error. There are error omission, addition, misformation, and misordering. The data were collected at the five grade (eleven grades) students of MA Pondok Pesantren Darul Hadist Air Rau Kinali. Finding of the researcher can be seen on the table below:

Table 1: Types of error written peer feedback

No	Name	Rater 1 (Teacher)				Rater 2 (Researcher)			
		O	Ad	Mf	Mo	O	Ad	Mf	Mo
1.	PA			2	1		2	1	1
2.	AH	1	1			2		2	
3.	DP	3				3		6	
4.	ZS			1		2		1	
5.	DPU	3	1			1		5	
6.	SM	1				1		1	
7.	NF	1				1			1
8.	RP		2					3	
9.	S	1	3						1
10.	DDS	1	1					2	
11.	IPS	1	2					4	
12.	RA	1						2	
13.	S		1						
14.	TM		1						
15.	NP				1			1	1
16.	YM		1					1	

17.	NIS			1				1	
18.	TK		1			1		1	
	SUM	13	14	4	2	11	2	31	4

From the table above, it can be concluded that the researcher used a sample to analyze students' errors in providing feedback. There were 18 eleventh grade students from Madrasah Aliyah (MA). Then, from the results of rater 1 and rater 2; it can be concluded rater 1 found fourteen errors from addition, thirteen errors from omission, four errors from misformation, and two errors from misordering. From the results of the rater 1, the second rater evaluates again from the first rater's results. The second rater got thirty one errors from misformation made by students in providing feedback, eleventh errors by omission, four errors from misordering, and two errors from addition.

Then, from the result of the first rater and second rater it can be concluded that students made a lot of errors in providing feedback, namely misformation was thirty one, followed by omission was eleventh, misordering was four, and error of addition was two.

Through this research, the researcher wanted to answer a research question in this research. "What type error of written peer feedback on students' writing task at the eleventh grade students?". The researcher used document analysis. The researcher collected the students' writing task on 17th January 2022.

From the results of the description data above, it can be concluded that there are four types of errors made by students in providing feedback, namely: error of omission, addition, misformation, and misordering. The type of error that most students made was misformation, which was thirty one, followed by omission which was twelve, misordering which was four, and addition which was two.

Then, the researcher used written tasks to find out what type of errors the students do on the peer feedback in writing descriptive text by looking the task students. Each the students has one writing task. The researcher gave explained one by one based on the peer number. Then this is what the researcher would analyze.

DISCUSSION

In collecting the data, the researcher planned to collect the instruments that were students' writing task that have been corrected by the peer. In doing this research, the researcher got the data from students' writing task. Moreover, the researcher was doing several procedures. The first researcher assigned a 60 minute writing assignment. Before that, the researcher explained about descriptive text and procedural the text related with the writing tasks. Then, the researcher gave instruction to the students to change their writing tasks beside them. After that, the researcher explained the peer feedback strategy and gave a sample, but did not explain the error. The peers could read their friends' writing tasks. Then, a peer gave a correction related to the students' comprehension.

The investigation phase was conducted in Pondok Pesantren Darul Hadist Air Rau Kinali Pasaman Barat. The population and sample in this research were students' writing tasks for eleventh grade students. As stated in chapter III, the researcher took the sample by total sampling. After that, the researcher collected data on the students' writing tasks. Thus, the total sample size was 18 students' writing tasks. It explained that in the students' writing tasks, the peer gave the corrections on the students' writing tasks according to the types of written peer feedback. Besides, the researcher took the students' writing tasks to be analyzed.

It is carried out to obtain data related to the type of error in the written peer feedback carried out by peers in providing feedback on the writings of their friends in eleventh grade. The researcher used students' writing assignments the researcher checked and re-checked the students' writing by using signs "O": omission, "A": addition, "Mf": misformation, and "Mo": misordering. Which the researchers get from the students' writing tasks after being given feedback by their peers.

Based on the data analysis above, the researcher got a finding that had been answered by using the instrument. The instrument is used to answer the research question, "what type error of peer feedback on students writing task at Pondok Pesantren Darul Hadist Air Rau Kinali?".

In this research, the types of student errors in providing feedback on their colleagues' writings were four. According to Dulay et al, there are four types of errors. Consisting of omission, addition, misformation, and misordering (Dulay et al, 1982). Then from the results of students' writing assignments, researchers found all kinds of errors made by peers in providing feedback on their friends' writings.

The first type of error made by a peer giving feedback is misformation. It happened because the students might face difficulties selecting and forming to be and personal pronouns into correct sentences. Besides, according to Nelson personal pronouns exhibit contrasts for person (first person, second person, or third person), number (singular or plural) and case (subjective or objective). In addition the third person singular pronouns he/she/it exhibit a contrast for gender (masculine, feminine, or non-personal) (Nelson, 2018). It can be concluded that pronouns are a word that can replace a noun. Then, according to Brown; misformation error, students used a wrong form in sentence. It might be caused by interlingual transfer, it could be interpreted that it occurred because of the influence of mother tongue of the students (Brown, 2007). This error could be said as the influence of mother tongue because they thought that in Indonesian. For example, "She are only 26 years old" the word "are" not for the subject "she" it should "is". It is possible that students do not understand the structure of word order in sentences. Based on the results of the student written task, the researcher found thirty one errors of misformation.

The second type of error made by peers in feedback is omission. In this case, students miss some required element. They omitted the items that should appear in the sentence. For example, "I proud have mother very nice". The omission of article "a", it put the article for the correct sentence. Based on data analysis of students writing tasks, the researcher found eleventh errors in omission.

The third type of error made by peers in feedback is misordering. Misordering errors of students put some element or word in wrong place. For example, "She like juice orange" it should be written "She like orange juice". Most students misorder two or more words. This is influenced by the use of the first language. Based on data analysis of students' written tasks, the researcher found four errors of misordering.

The last type of error made by peers in feedback is addition. In this kind of error, students add some unnecessary or in correct element. Nevertheless, it does not mean the students have not known the vocabularies and spelling before. However, both of vocabularies have their own spelling, and it may cause students' confusion, which then result some errors. For example, "My mom although her angry but I am so lovely my mom". Students add "am", which is unnecessary element in the sentence. Based on data analysis of students' written tasks, the researcher found two errors of addition.

Based on the analysis of students' written tasks, there were four types of errors made by the peers who gave feedback. From the data and analysis above, the researcher concluded that the most common error made by the peers in giving feedback was misformation thirty one. This was followed by omission eleventh, misordering four, and the last was addition two.

CONCLUSION

Based on the findings and the discussions, this research aims to find out the types of errors made by the peers in giving feedback to the eleventh grades students of Pondok Pesantren Darul Hadist Air Rau Kinali. It is possible to conclude as follows; based on the findings of the analysis it shows that the types of errors made by peers were four types. That found the type of error that many of their peers made was misformation. The other following that error were omission, misordering, and addition.

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