CHAPTER I

INTRODUCTION

A. Background of the Problem

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.[1] 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 educations and in the workplace.[2] 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.

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[1] David, Nunan, *Practical English Language Teaching,* Singapore: McGrow Hill. 2003 P.88

[2] Walsh, K. (2010). *The importance of writing skills: Online tools to encourage success*. Retrieved December 27, 2012, from http://www.emergingedtech.com/2010/11/the-importance-of-writing-skills-on line-tools-to-encourage-success/.

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 on June 14th-15th 2021 by interviewed with teacher and students. There are some problems, the students said that they were did some error in correcting their peers because their English is 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 remembered it after that. 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 several problems related to the error of peer feedback strategy on students' writing ability in writing descriptive texts:

First, the researcher saw the results of their writing. Some students corrected their friend's writing, the students misformation 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.

Second, from the results of providing feedback on their peers' writing, some students only code their peers' writing without describing the mistakes in their peers' writing. For example, “Blue is her favorite color and sate is her favorite food.” So, this makes readers confused in understanding the results of the correction made by the student because the sentence written by a peer is correct but still given a code, giving the code does not know what it means.

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 Strategy 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.

B. Identification of Problems

Based on the background above, there are several factors makes the students getting the problem.

1. Some students did some error in correcting their peers because their English is limited.
2. Some students added prepositions to sentences that did not require them.
3. Some students only code their peers' writing without describing the mistakes in their peers' writing.

C. Research Questions

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 strategy on students' writing task at the eleven grade students?

D. Purpose of the Research

Based on formulation of the problem the purposes of this research were: To find out what type error of written peer feedback strategy the used by peer at the eleventh grade students.

E. Significance of the Research

The results of this study are expected to give both theoretical and practical benefit. Theoretically, the result of this study is expected: to know about type error of written peer feedback strategy on students' writing task at Pondok Pesantren Darul Hadist Air Rau Kinali. And then, it consists of three objects, practically. They are the students, the teachers, and the researchers. For the students, it will be useful information, they will know about the errors made by the students in writing descriptive text and they will learn more about them. For the teacher, the teacher can give a good strategy for writing at Pondok Pesantren Darul Hadist Air Rau Kinali. For the researcher, it will add knowledge about good strategy to their writing ability and hoped that the result of the study.

F. Definition of the Key Terms

The researcher makes key terms to anticipate misunderstanding on some conceptual terms that used in this research, they are:

1. Error Analysis is a technique used to analyze a state or action that is inaccurate or incorrect (wrong) of peer feedback strategy.
2. Writing is one of the skills to use by writers to express ideas, such as writing a descriptive text.
3. Peer feedback strategy is response or comment given by classmate to improve students' ability especially in writing.

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Review of Related Theories

1. Error Analysis

a. Definition of 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.[3] Besides, James explained that error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.[4] 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.[5] Error analysis claims that students error to large degree are caused by the influence of their first language, instead their errors reflect

[3] David Crystal. *An Encyclopedic Dictionary of languages*, (Oxford: Blackwell, 1992), p. 125.
[4]Carl James*, Error In Language Learning And Use* : *Exploring Error Analysis,* London: Longman, 1998)
[5] Jeremy Harmer. 1999. *How to Teach Grammar*. England.p.138

some common learning strategies. [6]It means that errors are the process of students to develop their mastery in learning language especially in writing.

Brown states error analysis is process of observe, analyze, and classify the error that learner made to reveal system operate by learner. [7] In addition, according to David error analysis is technique for identify, classify, and interpret systematically of unacceptable form produced by learner in learning second language.[8]Error analysis is consist of a set of procedures for identifying, describing, and explaining learner errors.[9]

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.[10]

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[6]H. Douglas Brown, *Principles Of Language Learning And Teaching*, USA: Pearson Longman.2007

[7] Brown, H. D. 2007.*Principles of Language Learning and Teaching.* Fifth Edition. San Francisco State University : Pearson Education Inc. p. 259

[8] Crystal, David. 2008. *A Dictionary of Linguistic and Phonetics.* Sixth Edition : Blackwell Publishing Ltd. p. 173

[9]Rod Ellis, *The Study Of Second Language Acquisition 2nd Edition*, New York: Oxford University Press, 2008

[10] Brown, H. D. 2007.*Principles of Language Learning and Teaching.*Fifth Edition. San Francisco State University : Pearson Education Inc. p.257

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.

b. Types of Error

There are three 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).[11] 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

[11]Corder. S. P. 1981. *Error analysis and interlanguage.*New York. NY: Oxford University Press. P.36

distortions. While, semantics errors in lexis devided into two main types. Their sub-types are confusion of sense relations and collection errors. [12] 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 Dullay et al clarify errors into four categories based on the surface structure taxonomy[13]. They are explained errors divided into four types: Error of omission, error of addition, error of misinformation, error of misordering. First error of 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.[14] Meanwhile, James said that omission is the absence of one or more words that have to appear in a well-formed construction[15]. It can be concluded that, omission error is do not use or omit item that is needed to be use when writing sentences.

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[12]Hemchua. S., & Schmitt, N. (2006) *An analysis of lexical errors in the English compositions of Thai learners, Bangkok. Thailand: Srinakharinwirot University. P. 9*

[13] Heidi Dullay et al. 1982. Language Two (New York: Oxford University Press) p. 154

[14]Rod Ellis. 1997.*Second Language Acquisition.* Oxford University press. New York. P.56

[15] Carl James*, Error In Language Learning And Use* : *Exploring Error Analysis,* London: Longman, 1998

Table 2.1
For example error of omission

Error sentences	Correct sentences
This place is most important in the world	*This place is **the** most important in the world*
He is doctor	*He is **a** doctor*
Her hobby swimming	*Her hobby **is** swimming*

So, definite articles and indefinite articles are omitted in many contexts where they have to appear according to the rules of the target language. They omit articles while writing and provide peer feedback because they have limited knowledge of how to use articles properly. Must master the use of definite articles and indefinite articles to minimize errors when writing and provide peer feedback.

Then error of addition, it is the opposite of omission. They are characterized by presence of an item, which must not appear in a well-formed utterance. According to James addition is the appearance of an item which must not presence in a well-formed construction.[16] It means that they are add item that shouldn't need to be add because of that it can make incorrect sentences.

Table 2.2
For example error of addition

Error sentences	Correct sentences
*She live in **the** Depok City*	*She lives in Depok City*

[16]Carl James, *Error In Language Learning And Use* : *Exploring Error Analysis*, London: Longman, 1998

*She is **about** 157 cm tall*	*She is 157 cm tall*
*She has **a** dark skin*	*She has dark skin*

So, learners make addition errors because they present definite and indefinite articles where they should not appear. This is because they don't know how to place and organize articles properly in writing and provide peer feedback, which makes them add articles that should not be used in sentences.

Next, misformation or substitution errors are characterized by the use of the wrong placement of an article. In addition, according to Ellis misformation is replacing one grammatical form by another grammatical form.[17] Besides, James stat that misformation is the incorrect form of the structure.[18] It means that misformation is replacing grammatical form in wrong placement.

Table 2.3
For example misformation or substitution

Error sentences	Correct sentences
*She hobby **are** play volley ball*	*She hobby **is** volley ball*
*It is **a**exciting time*	*It is **an** exciting time*
*he hobby **is** cooking and dancing*	*She hobby **are** cooking and dancing*

So, one of the cases is the use of the word "to be" as in "is, are, am, etc." This is because they are still confused about how to correctly put to

[17]Rod Ellis. 1997. *Second Language Acquisition.* Oxford University press. New York. P.57
[18]Carl James, *Error In Language Learning And Use* : *Exploring Error Analysis*, London: Longman, 1998

be into a good sentence. They must have knowledge of tobe to minimize errors in writing.

The last is misordering. This error is where some elements presented are correct but wrongly sequenced. In addition, according to Ellis misordering means putting the word in wrong order.[19] E.g, *she yesterday came late to the party* ('yesterday' is not in exact position, the position should be in the last as adverb of time, and it should be *she came to the party yesterday).* It can be concluded that misordering is where they use the correct elements but put in the wrong order.

Based on explanation above, it can be concluded that the researcher uses types of error from Dullay et al, there are four types of error, omission, addition, misformation and misordering. So, from the research question types the researcher used type of error from dually because this research can help the researcher to answer the research question. This theory can help the researcher to analyzing the types of error due to these categories concern to the surface elements of a language are changed in specific and systematic ways.

c. 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[20]. First identifying Errors. In order to identify errors the researcher have to compare sentences that learners produce with what

[19]Rod Ellis. 1997. *Second Language Acquisition.* Oxford University press. New York. P.57
[20] Ellis, Rod, *The study of second language Acquisition*, (Oxford: New York,2003) p. 16-20

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.

2. Writing

a. Definition of 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.[21]It means that writing is physical and mental with inventing ideas, expressing them, and organizing them into good paragraphs.

[21]Nunan, "*Pratical English Language Teaching"*, New York: The Mc. Graw-Hill Companies, Inc. 2003.p. 88.

Meanwhile, Sokholik states that writing is a combination of process and product.[22]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.[23] 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.

According to all the experts, they have their own views on writing. Nunan said that writing is a physical and mental organizing to be a good paragraph. Then, Sakholik said writing is a combination of process and product. Finally, Zamel said that writing is a process of discovery of meaning.

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

[22]Sokholik, *"Teaching Writing",* New York: Mc. Graw-Hill.2005.p. 98.
[23]Zamel, *"Tesol Quarterly, http://www.Jstor.org,* Retrieved on August 16 th 2021 on Monday 10 p.m. 2007.p. 197.

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

b. The Writing Process

There are several steps in the writing process, based on several expert opinions. One of the experts' opinions is from Oshima and Hogue. The steps are divided into four elements, they are: prewriting, organize, writing, and polishing.[24]First, prewriting is a way to get ideas. In this step, the writer chooses the topic and collects the ideas to explain the topic. In prewriting, there are several techniques. One of them is the listing. In the listing technique, the writer writes the topic at the top of a piece. Then he makes a list of words and phrases in his mind quickly. He doesn't stop to wonder if his ideas are good or not. He keeps writing until the ideas stop. Second, Organize is a process where a writer organizes his ideas into a simple outline. The third step is writing. Writing a rough draft quickly, using outlines as a guide, without thinking about spelling, punctuation, and grammar. The last step, the writer polishes what he has written. There are two ways, revising and editing. First, revising is an attack on the big issues of content and organization. Second, editing attacks issues of grammar, spelling, and punctuation.

Furthermore, according to Harmer there are four main elements in writing process as follows: planning, drafting, editing, and final revision.[25] First step planning, in this step writer has to think about three main issues,

[24]Oshima, Alice, and Hogue, Ann. *Introduction to Academic Writing*. Third edition, New York: Pearson Education.2007. p. 15-19.

[25] Harmer, Jeremy. *How to Teach Writing,* England: Pearson Longman. 2007. p. 4-6.

there are: purpose, the writer should know the purpose of writing. By knowing the purpose, writer can decide the most appropriate style language, the text of type which they wish to produce, and information which they choose to include. Next, the audience is the reader that writer will influence by language style. The last, content structure it is important due to it was how best to sequence the facts, ideas, or arguments which writer had decide to include. Second step drafting, after make a good plan, writer is able to make a draft based on their material to be written. Then step is editing, after the writer already done in making the draft, he should check his works. It is includes spelling, sentence structure, word choice, punctuation, capitalization, etc. The last step is final revision. This is the last process of writing. Writer may re-write their final writing and polish it to be read by the readers.

Therefore, the two experts share four elements of the writing process. Everyone who wants to be a good writer or master writing well must pay attention to the elements of the writing process in order to be able to write English systematically. In addition, by following certain elements in writing, it allows students to master these skills. Because, according to experts, these elements are very good for supporting a student's writing and helping students develop their abilities, especially in the field of writing.

c. Components of Writing

There are three experts who explain the components of writing. First, according to Nunan, they classify components of writing into three elements, namely content, organization, and grammar.[26] First, content have criteria such as knowledge, substantive, through development of thesis and relevant to assigned topic. Then, Organization has criteria, such as: fluent express, clearly ideas, supported, and well organized. The last, Grammar is related with thesis that will be used the reader to identify what kind of the text that to be described.

In addition, Brown describes the components of writing are content means the appropriate function and vocabulary in the topic.[27] Comprehensibility means the reader's comprehension related to writer's writing. Accuracy means the correct language used including grammar, spelling, word order, and punctuation. Organization is writing presentation, last effort is requirements of the writer. Furthermore in writing a text, the writer should be considered the components of writing. It is important in writing.

Meanwhile, peacock et al states that when the students asked to transfer their thoughts in to written language. Produce a fairly basic and common composition that includes average contents, organization and

[26]Nunan, "*Pratical English Language Teaching"*, New York: The Mc. Graw-Hill Companies, Inc. 2004.p. 94.

[27] Brown, H. Douglas. 2009. *Language Assesment: Principles and Classroom Practice.* San Francisco: Person Logam.p. 129.

mechanics.[28] It means that in writing, the students not only write what are the ideas, but also produce the composition in their writing.

Finally, it can be concluded that there are several components of writing proposed by the experts. If a writer wants to write well, they must pay attention to the components of writing, such as content, organization, grammar, and mechanics. Also, vice versa, if you comment on a peer's writing, it is also important to pay attention to these components. These components must be combined to produce good, well-written, and meaningful writing.

3. Feedback

a. Definition of Feedback

Many experts provide a definition of feedback. One of them is Cole, feedback can be in the form of a critical response to a manuscript, someone telling the author what is wrong with his writing.[29] It means that the teacher gets the student's response in writing. Conceptualized as information provided by an agent (teacher, peer, books, parents, self, experience) regarding aspects of one's performance or understanding. That is, feedback is not only given by teachers, but also by peers, books, and parents.

Then Cameron stated that feedback is a critical process of learning that is shaped by many factors including school culture, curriculum,

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[28] Peacock, Gretehen Gimpel, et all. 2010. *Practical Handbook of School Psychology: Effective Practice for 21 Century*. New York: Guildford Press. p. 301

[29] Cole, Joni, B. 2006. *Toxic Feedback Helping Writers Survive and Thrive*. New York: University Press. p. 81.

assessment, and pedagogy.[30] This means that the students' learning abilities in the process of reflective thinking and reasoning in giving an opinion that refers to things that are ideal, able to analyze and evaluate, and be able to solve problems based on various factors.

In addition, Ohiou explains that feedback gives specific information about a person's current behavior in order to help him/her either continue the behavior or modify the behavior.[31] That is, feedback provides the right advice and information for someone in order to make someone understand and make changes. This feedback is needed to know if someone understands or not. If someone doesn't understand, then he/her has to make changes.

Based on the explanation above, it can be concluded that feedback is one of the important processes in learning, especially in the writing process. Feedback is used to find out whether someone understands or not in the learning process, so the teacher can know what students understand with their responses at school. Feedback can be provided by teachers, peers, yourself, or parents at school or at home. Then, feedback can make someone change their mind.

b. The Form of Feedback

There are several expert opinions regarding the form of feedback. One of them is, according to Cohen, namely: written feedback and oral

[30] Cameron, Lynne. 2012. *Teaching Language to Young Learners*. New York: Cambridge University Press. p. 237.

[31] Ohiou. 2014. Feedback. *The Power of Feedback*. New York: Review of Educational Research. p. 124.

feedback.[32]In written feedback, comments, corrections, and/or marks are given to students' written work. The marks may be on words or quick symbols such as underlining, circles, and other signs. This form fits well for older students (late elementary through high school). Then, oral feedback, also known as oral conference, refers to personal consultation between teacher and student during the evaluation of communication activities. It means the teacher gives written feedback on students' written work and oral feedback on communication activities in the classroom.

Another one is that Rodgers states that the form of feedback also consists of two forms, namely; immediate feedback and delayed feedback. First, immediate feedback refers to teachers' comments delivered on the spot when a mistake or a good point is made by students. A feedback form is employed by the teacher when the aim of the stage of the lesson is to promote accuracy, particularly during the drilling of the target language and during guided practice. The last, immediate feedback is recommended for students' writing but is also not recommended for speaking lessons. In this case, delayed feedback should take place. Seeing that spontaneous feedback can backfire sometimes, it is suggested that techniques of delivery should be employed.

The other one is the addition of Hyland, who also has two opinions about the form of written feedback, namely: immediate feedback and

[32] Cohen. 2002. *Teaching Practice 5th edition*. London and New York: University Press. p. 11.

indirect feedback.[33] First, immediate feedback allows the teacher to provide immediate corrections. For example, the teacher can underline or cross out words that students do not need to write and give the correct word or form. This can help students to find their mistakes and replace them with the correct words or forms provided. The last, indirect feedback allows the teacher to give students an indication that there is some mistake or error in their work without giving the correct wording or form. The teacher simply underlines, circles, and gives a code or other sign that indicates an error or mistake made by the student. The form of feedback that the teacher should give can depend on the students themselves. Students with lower levels of English proficiency may find that immediate feedback can help them to improve. Meanwhile, it is important for students who have a higher level of English proficiency to have indirect feedback as it can help them build their skills to become independent editors. However, teachers can use both forms of feedback.

Based on the explanation above, it can be concluded that there are two types of feedback that are used in general: direct feedback and indirect feedback. Verbal feedback, instant feedback, and direct feedback are types of feedback that is given directly. In the classroom, for example, there are presentations and debates. Written feedback, written feedback, delayed feedback, and indirect feedback are all used. In certain situations, learners

[33] Hyland, K. 2006. *Second Language Writing*. Cambridge, Cambridge University Press. p. 24.

are given feedback in the form of comments, codes, circles, and corrections.

4. Peer Feedback Strategy

a. Definition of Peer Feedback Strategy

A peer feedback strategy is giving feedback to friends or classmates. According to Falchicov, the peer feedback strategy is interaction with peers to develop their ideas and writing skills.[34] 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 strategy encourages the development of students' writing and is regarded as critical in improving and consolidating learning.[35] It means that the peer feedback strategy 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

[34]Falchicov, Nancy. 2001. *Learning Together: Peer Tutoring in High Education.* New York: RoutledgeFalmer. p. 122.
[35] Hyland, K. *op. cit.,* p. 177.

passive reliance on teacher feedback.[36] 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.[37]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

[36]Medonca, C. O. &Johson, K. E. 2007.*Peer-Review Negonations' Revision Activities in ESL Writing Instruction.* TESOL Quarter. p. 14.

[37]Atay, D. And Kurt, G. 2007. *The Effects of Peer Feedback on the Writing Anxiety of Prospective Turkish Teacher of EFL*.Journal of Theory and Practice in Education. Vol3 (1): 12-23.

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.

b. Types of Peer Feedback Strategy

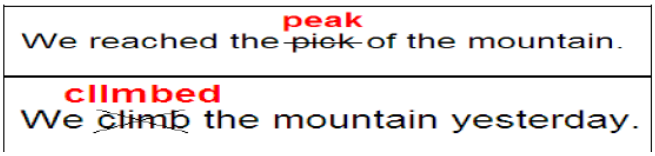
There are numerous expert discussions about the various types of peer feedback strategies. According to them, there are two parts, namely: Explicit correction and implicit correction. First, the opinion of Lyster and Kayuza used two sorts of peer input, according to them.[38]One of them is explicit correction 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 strategies in writing correction:[39] 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,

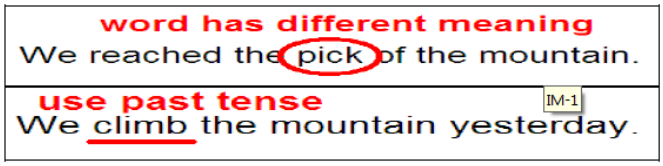
[38]Lyster, Roy and Kayuza, Saito. 2010. *Oral Feedback in Classroom SLA*.Studies in Second Language Acquisition.V32 p265-302 2010. P. 9-10.

[39] Francis, Victor. 2011. *Error Correction in Second Language Writing*. Queensland University, Review of Educational Research. p. 44-45.

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 2.4 Example Explicit Correction



Picture 2.5 Example Implicit Correction

Based on the explanation above, the two experts have the same theory about the type of peer feedback strategy, 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 gives 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.

c. Procedures of Peer Feedback Strategy

There are various procedures in the peer feedback strategy. Students should have produced a first draft on a specific topic before beginning the peer feedback process, and they should have completed peer feedback before presenting it to the teacher. There are several procedures that should be followed, according to Liu and Hansen.[40] The pre-training step, this stage entails defining objectives and educating students about peer editing before they begin. Explaining, offering examples, demonstrating, and especially modeling how to give peer feedback are all part of this activity. Students should be prepared to use the peer feedback checklist as a reference in general.

Second, level is peer feedback. The teacher's and students' responsibilities are critical in this phase. While monitoring group/pair work, the instructor should adapt his or her position as a supporter and linguistic resource as required. Students' duties must be directed, monitored, and encouraged, and group involvement must be observed, including asking for help, explaining, sharing ideas, and consulting to complete the job. Both in terms of language and how peer feedback leads to more useful input (for/from) students, the instructor is moving around, watching, and offering support. In general, the students make suggestions. It means that the students give the author some specific ideas about how to make his or her writing better. The students focus on aspects of content,

[40] Liu, J. and Hansen, J. 2005. *Guiding Principles for Effective Peer Response, ELT Journal: Oxford University Press, 59(1), 31-38.*

organization of ideas, grammar, vocabulary, punctuation, and spelling and point out the strengths and weaknesses in the development of the topic.

Third, procedure is the post peer feedback stage. In this step, the peer feedback process is making corrections. Correction means Checking your classmates' papers for paragraph development (structure), spelling, punctuation, and grammar are examples of corrections. Students should also write down all of their peers' comments on a piece of paper and indicate whether they would change their work in response to any criticism. This increases the need for readers and writers to ask for clarification and explanation. So, after peer feedback, discussions between students and teachers should help improve the quality of student feedback, which will make peer feedback more useful for all students.

In addition, Siregar explains the procedures in the Peer Feedback strategy. They are;[41]

1) Students must be introduced with related concepts, namely peer feedback strategy and narrative writing. The teacher should carefully teach the students about peer feedback strategy. The importance to introduce the concept is to avoid the peer feedback disadvantages as well as possible.
2) Distributing devices that will be used in the peer feedback strategy to make students to understand what their focuses are.

[41]Siregar. 2012. *Improve Students' Writing skill Toward Peer Feedback Technique,* Unpublished Thesis. p. 5.

3) Training students to do peer feedback strategy, because student needs to understand peer feedback strategy completely by doing that.
4) Students writing their draft that is writing text and then sharing their draft to other students.
5) Other students reading and giving feedbacks in their peer are writing.
6) Revising their draft.
7) The last is reflection from what they have done in peer feedback strategy.

In conclusion, the teacher discusses the peer feedback approach, materials, and provides examples. As a result, students must understand the material. The teacher then gives the task of writing the text. The teacher then collects student assignments and distributes them to their friends. Peers can read their friends' assignments. Then they edit each other and comment on their classmates' work.

d. Advantages of Peer Feedback Strategy

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.[42] Additionally, there are benefits for both children and instructors. Peer feedback can help to improve the

[42]Garofalo, Russell,& Mulligan, Christopher. 2011. *Collaborative writing Approach: Methodology and Student Assesment,* The Language Teacher. p. 95.

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.[43] 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.[44]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.

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[43] Hill, C. 2011. *The Interaction of instruction, Teacher Comment, and Revision in Teaching the Composing process,* Research in the Teaching of English, p. 132.

[44]Ferris. 2012. *Peer feedback in Writing,* New York, Educational Journal, p. 183

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).

B. Review of Related Studies

The researcher examined several similar findings in support of this study and highlighted some of the study's flaws. The first discovery comes from Francis' thesis, "*Error Correction in Second Language Writing*," which he wrote in 2011.[45]The method used to obtain the results is the method of interviews and classroom observations. In this study, two ESL teachers and two groups of adult intermediate L2 students were interviewed and observed. The results obtained from this method are teachers believe that providing written error correction helps students improve their proof-reading skills in order to revise their writing more efficiently. However, results also indicate that providing written error correction is very time consuming. Furthermore, teachers prefer to provide explicit written feedback strategies during the early stages of the language course, and move to a more implicit strategy of providing written error

[45] Francis, Victor. 2011. *Error Correction in Second Language Writing*. Queensland University, Review of Educational Research,

correction in order to facilitate language learning. The results of the focus group interviews suggest that students regard their teachers' practice of written error correction as important in helping them locate their errors and revise their writing. However, students also feel that the process of providing written error correction is time consuming. Nevertheless, students want and expect their teachers to provide written feedback because they believe that the benefits they gain from receiving feedback on their writing outweigh the apparent disadvantages of their teachers' written error correction strategies.

Furthermore, Neyla Edith Figueroa published a paper entitled *"Peer Feedback: a Strategy Based on Error Treatment to Enhance Writing Skills in EFL Classroom."*[46] The method used in this research is action research. In order to do the tasks, teacher researchers use empirical, theoretical, and meta-theoretical methods. The subjectsof eight students were chosen randomly for this research. The belong to 8th and 9th grades. Their ages ranged from 14 to 16. This study conducted at Benjamin Hererra School afternoon shift, the school serves an average 1.800 students. The researcher applied Qualitative Data Analysis (QDA). This technique consists of three parts: Noticing, Collecting, and Analysis interesting or remarkable elements from the gathered information.

In addition, the last related finding is Nuraeni, entitled: *"The effectiveness of peer feedback technique through cooperative learning to*

[46] Figueroa, E, Neyla. 2015. *Peer Feedback: a Strategy Based on Error Treatment to Enhance Writing Skills in EFL Classroom.* Universidad Libre de Colombia. Colombia.

improve students' ability in writing narrative text".[47]The participants were divided into two groups: experimental and control groups. This study employed quasi-experimental design as the methodology. The data was obtained from students' writing products on pre-test and post-test. Students' writing was analyzed by using a writing rubric from Virginia Education 2012. The writing aspects were focused on four: organization, vocabulary, grammar, and mechanics. The finding showed that peer feedback between students improved students' writing of narrative texts. Students felt equal and comfortable sharing their ideas and comments on their friends' work during the peer feedback activity. Since then, students have appreciated the writing process and tried to acquire better revision skills.

Based on the results above, the researcher has a similarity to the research. In the first piece of research, the researcher analyzes error correction in students' writing. Second, the researcher analyzed peer feedback: a strategy based on error treatment to enhance writing skill in EFL classroom. Third, the researchers analyzed the peer feedback technique on students' writing. Thus, the researcher has differences. First, this study examines the types, advantages, and disadvantages of feedback in writing. Second, this study investigated using peer feedback technique through error writing in EFL Classroom. Third, this research applied classroom action research. The researcher used two cycles and collecting

[47]Nuraeni. 2014. *"The effectiveness of Peer Feedback Technique Through Cooperative Learning to Improve Students' Ability in Writing Narrative Texts".*Indonesia University, Unpublished Thesis.

the data from the quantitative data in the student's writing test and the qualitative data from the observation sheet, questionnaire sheet, and field note. Finally, the researcher aims for this research are similar to combining the first and second related findings. This research aims to investigate error analysis of peer feedback strategies on students' writing and focuses on the type error of feedback corrections made by peers.

C. Conceptual Framework

The Conceptual framework is the steps for researchers to do research. This is to guide the researcher in setting up the idea in short form. Thus, the conceptual framework of this research is built as follows.

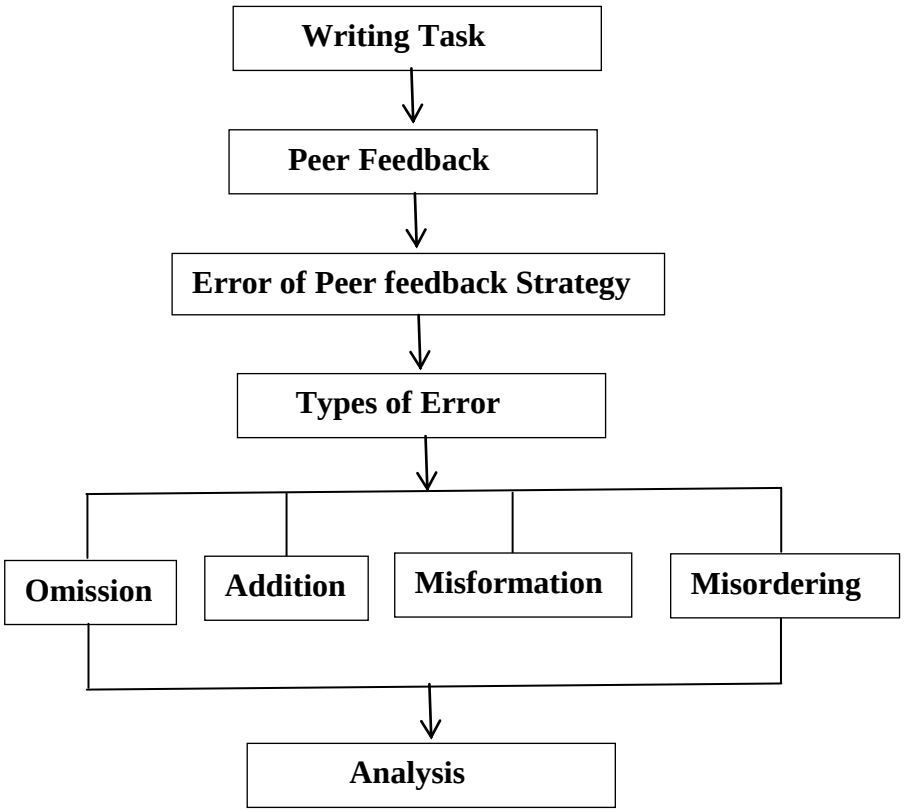


Figure 2.3 Conceptual Framework

Based on the conceptual framework above, researchers will describe and analyze type error of written peer feedback strategies used by students at Pondok Pesantren Darul Hadist Air Rau Kinali. As a result, researchers would find the result of the research through a student's writing task.

CHAPTER III

RESEARCH METHOD

A. 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.[48]Furthermore, Lufri defines descriptive research as "research conducted to generate descriptive data, such as written or spoken words from humans or observations of their behavior".[49] 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.[50] Descriptive

[48] Gay, L.R and Peter, Airasian. 2000. *Educational Research Competence for Analysis and Aplication,* New Jersey: Prentice-Hall Company. p. 12.
[49]Lufri, PenelitianKualitatif. Surabaya. *English Journal. 2005.* P. 57.
[50]Iskandar. 2009. *Methodology PenelitiandanPendidikanSosial.* Jakarta: CaungPersada Press. p.60.

study chose, because researcher wants to find out the fact about what were the type error using written peer feedback strategy at Pondok Pesantren Darul Hadist Air Rau Kinali.

B. Population and Sample

1. Population

The population refers to the number of students who are taking part in this study. Gay and Airasian state that the population is the group of interest to the researchers.[51]It means that population is collecting individual or object 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 is students of Madrasah Aliyah (MA) Pondok Pesantren Darul Hadith Air Rau Kinali for the academic year 2021–2022. There are three classes of Madrasah Aliyah (MA), such as: class X, class XI, and class XII. As shown by the table below, there are three classes. In total, there are 68 students. In this case, the population of this study was only focused on one class, namely the eleventh graders.

Table 3.1
The Total of Population

No	Class	Number of Students
1.	X	22
2.	XI	18
3.	XII	28

[51] Gay, L.R and Peter, Airasian. *op., cit.,* pp. 102.

	Sum	**68**

Source: Administrations Staff of Ponpes Darul Hadist

2. Sample

According to Gay and Airasian, sampling is the process of selecting a number of individuals for a study in such a way that they represent the large group from which they are selected.[52] In this research, the large group is called the population, and the individual groups selected are samples.

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; if the subject is large or more than 100 people, 10-15% or 20-25% or more can be taken.[53] 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.

The researchers used a sampling technique in this study using non-probability sampling with a saturated sampling technique, often called total sampling. According to Sugiyono, saturated sampling is a sampling technique when all members of the population are used as samples.[54] Another term for a saturated sample is a census, where all members of the population are sampled.

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[52] ibid., p. 101

[53] Arikunto, Suharsimi. 2013. *ProsedurPenelitianPendekatanPraktis*. Jakarta : RinekaCipta. p.112

[54] Sugiyono. 2011. *MetodePenelitianPendidikan (PendekatanKuantitatif, Kualitatif, dan R&D).* Bandung: Alfabeta.

C. Instrumentation

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.[55] According to Ary et al, the most widely used tools in qualitative research are interviews, document analysis, and observation.[56]

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.

D. Technique of Data Collection

In gathering the data in the students' writing test, 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

[55] Gay, L.R and Peter, Airasian. *op., cit.,* pp. 145.

[56] Ary, Donald et al. *Introduction to Research in Educational eight edition.* Canada: Nelson Education, Ltd. 2010. p. 220

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.

E. Technique of Data Analysis

After collect the data, 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 test to find out what type of errors the students do on the peer feedback strategy in writing descriptive text by looking the writing assignments students. So, the researcher used the procedures of error analysis by Ellis as follows: [57]

1. Identifying Error

   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.

2. Describing Errors

   After the total of English errors in each of students' composition are identified, they will classify into their types of error.

[57] Ellis, Rod.2000. *The Study of Second Language Acquisition.*Hongkong*: Oxford University Press*. p. 50

3. Explaining Errors

    In this step, the researcher will identify English errors with analyze based on their source of error

4. Evaluating Errors

    The researcher will use error evaluation as a step that involves drawing conclusions. In this step, the researcher determines the types of errors from the most frequent to the last frequent due to errors in giving peer feedback on writing descriptive texts.

CHAPTER IV

FINDING AND DISCUSSION

A. FINDING

In this chapter, the researcher is going to show the data that was found by the researcher. It is going to be separated into two sub-chapters, such as a description of the data and an analysis of the data. The researcher used writing tasks as an instrument. In the description of the data, the researcher is going to describe the data that was found. In the analysis of the data, the researcher is going to analyze all of the data.

1. Data Description

The aim of this research was to find out the types error of peer written feedback strategy on students' writing task at Pondok Pesantren Darul Hadist Air Rau Kinali. Based on the explanation in chapter II, 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 4.1

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.

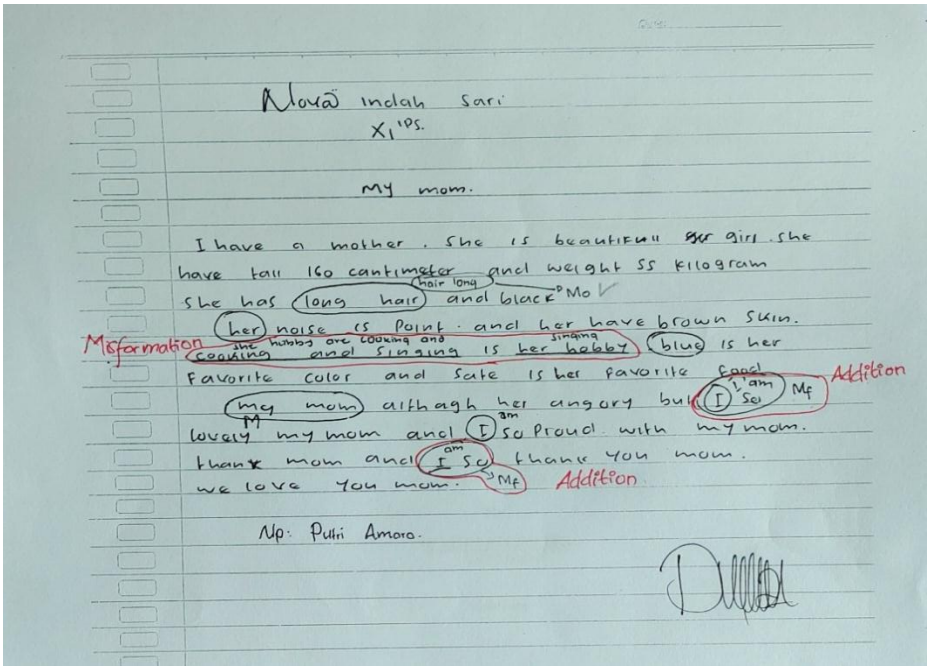
2. Analysis of Data

Through this research, the researcher wanted to answer a research question in this research. “What type error of written peer feedback strategy 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 misformationn, which was thirty one, followed by omission which was twelve, misordering which was four, and addition which was two.

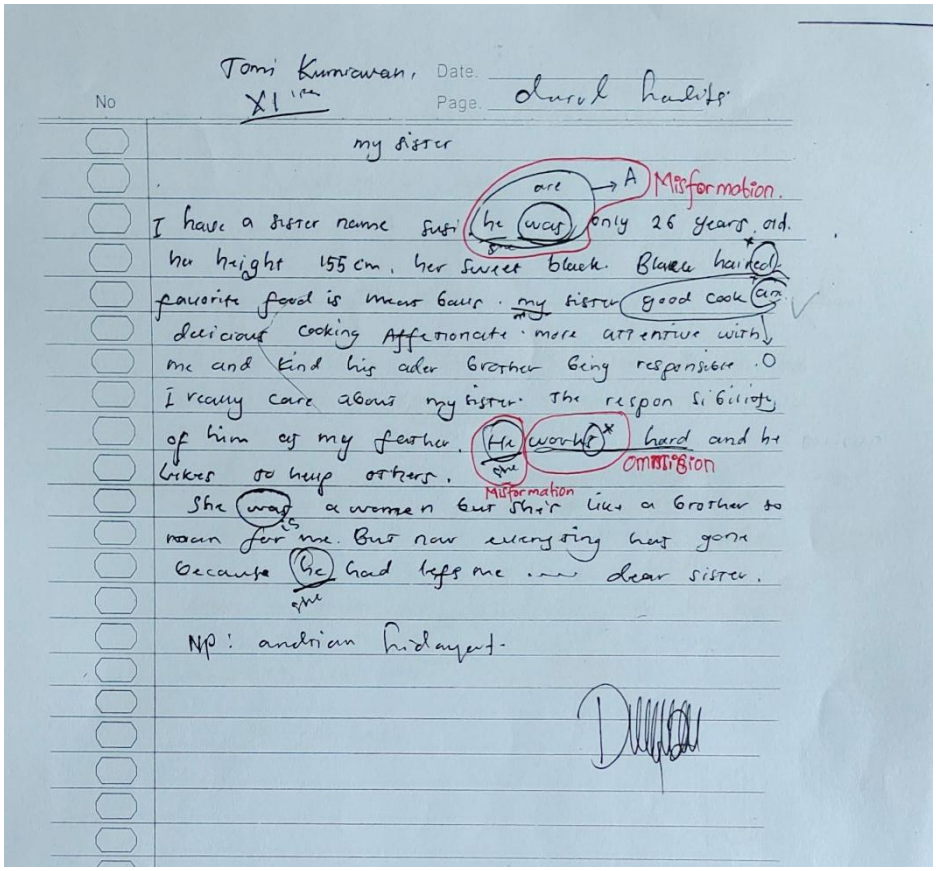
Then, the researcher used written tasks to find out what type of errors the students do on the peer feedback strategy in writing descriptive text by looking the assignments students. Each the students has one writing task. The researcher gave explained one by one based on the peer number. Then this is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

Peer number 1



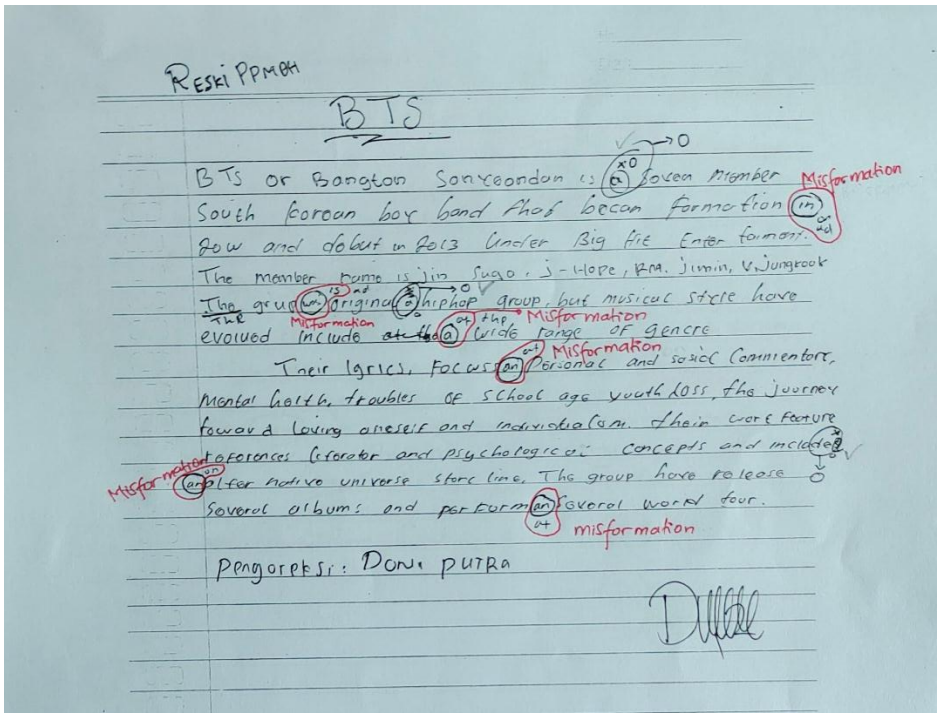
Based on the students' writing task above, the peer gave correction on students' writing. In this writing task, the peer used error addition, misformation, and misordering. Error of addition, the peers are wrong in adding "tobe" in a sentence, such as "I" to "I am". Misformation the peers' errors, such as "Cooking and singing is her hobby" becoming "She hobby are cooking and singing". Misordering, the peers' errors in sorting words into sentences, such as "long hair" to "hair long". Thus in this writing task, the researcher found one error with misordering, two errors in addition, and one error of misformation to be corrections given by the peer.

Peer number 2



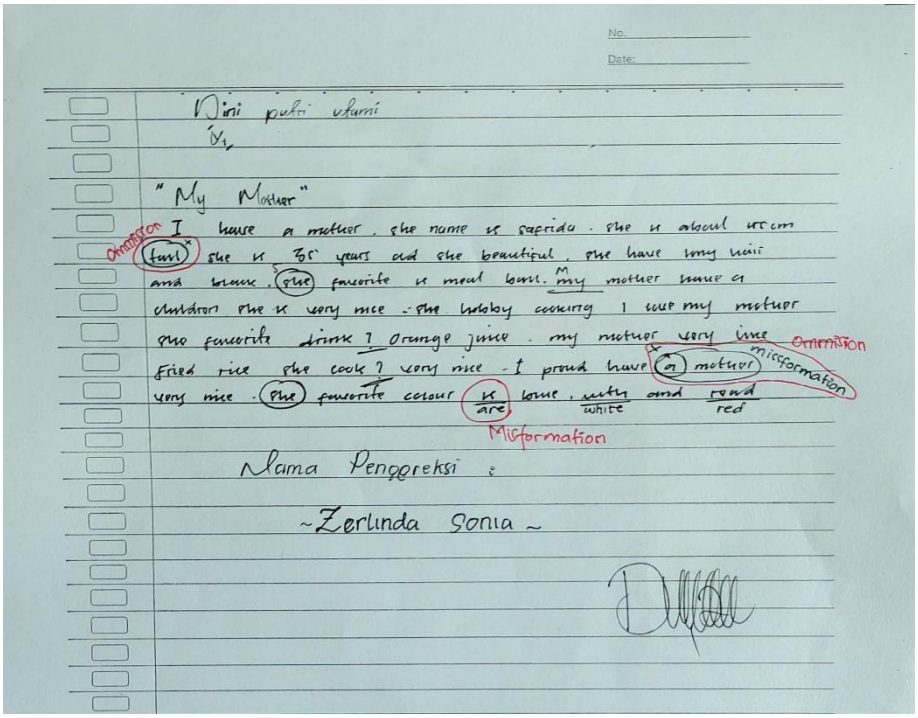
Based on the students' writing tasks above, the researcher found that the peer gave corrections with error omission, and misformation correction. Error of misformation, as "**he was** only 26 years old" to "**She are** only 26 years old". Error omission, "my sister **good cooking**.." to "My sister **gook cook**..". Thus in these writing tasks, the researcher found students' error that the peer corrected with two error of omission and two error of misfomation correction.

Peer number 3



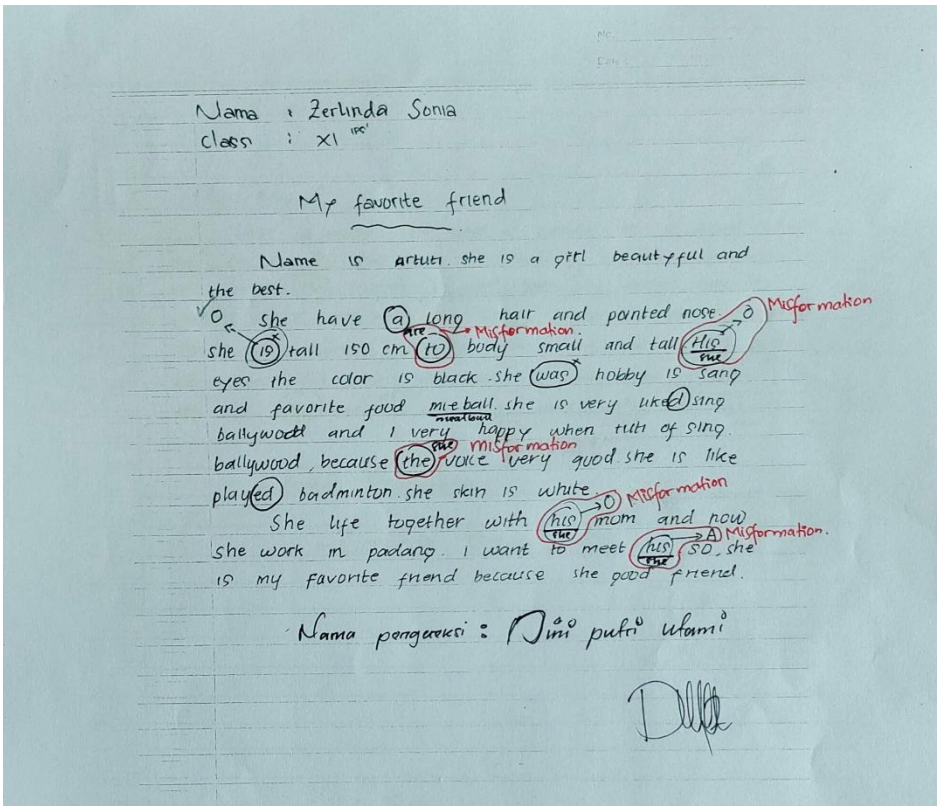
Based on the students' writing tasks above, the researcher found that the peers used error omission, error addition, and misformasion corrections. Such as; error omission, "BTS or Bangtan Sonyeondan is **a** seven member…" to "BTS or Bangtan Sonyeondan is seven member…". Error misformation, "**the was** original…" to "**The is** original…". Thus, the researcher found three errors of omission, and six errors of misformation corrected by the peer correction.

Peer number 4



Based on the students' writing tasks above, the researcher found that the peer gave corrections with error omission and error misformation correction. The peer provided the best understanding by circling and underlining the mistakes. For example; when error of omission, the peer circled the verb "tall" and gave sign X. when error of misformation, "She favorite color **is** blue,.." to "She favorite color **are** blue,..". Thus in this writing tasks, the researcher found students' mistakes that the peer corrected with two errors of omission, and one error of misformation correction.

Peer number 5



Nama : Zerlinda Sonia
Class : XI IPS

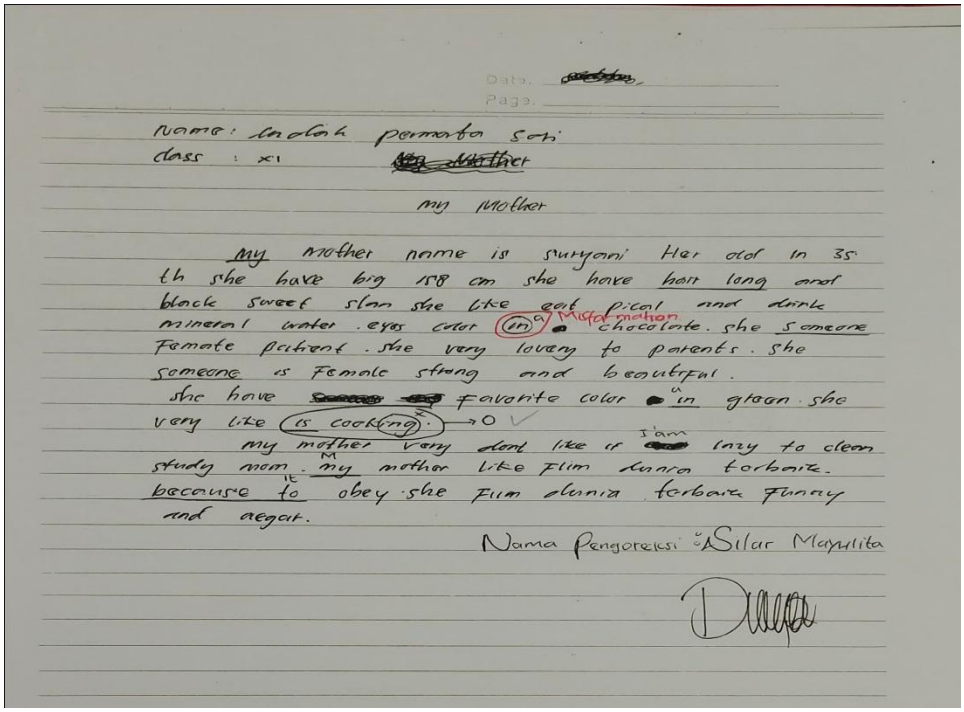
My favorite friend

Name is artuti. she is a girl beautyfull and the best.
She have a long hair and pointed nose. Misformation
she is tall 150 cm to body small and tall his
eyes the color is black. she was hobby is sang
and favorite food mieball. she is very liked sing
ballywodd and I very happy when ruti of sing
ballywood because the voice very good. she is like
played badminton. she skin is white. Misformation
She life together with his mom and now
she work in padang. I want to meet his so. she
is my favorite friend because she good friend.

Nama pengoreksi : Nini putri utami

Based on the writing task above, the researcher found that the peer gave corrections using error misformation and error omission correction. The peer used error of misformation; "She have **a** long hair and pointed nose" to "She have **are** long hair and pointed nose". The peer used error of omission, "She **is** tall 150 cm" to "She tall 150 cm". Thus, the researcher just found five errors in misformation and one error in omission correction in this writing task.

Peer number 6



Name : [redacted] permata sari
class : xi

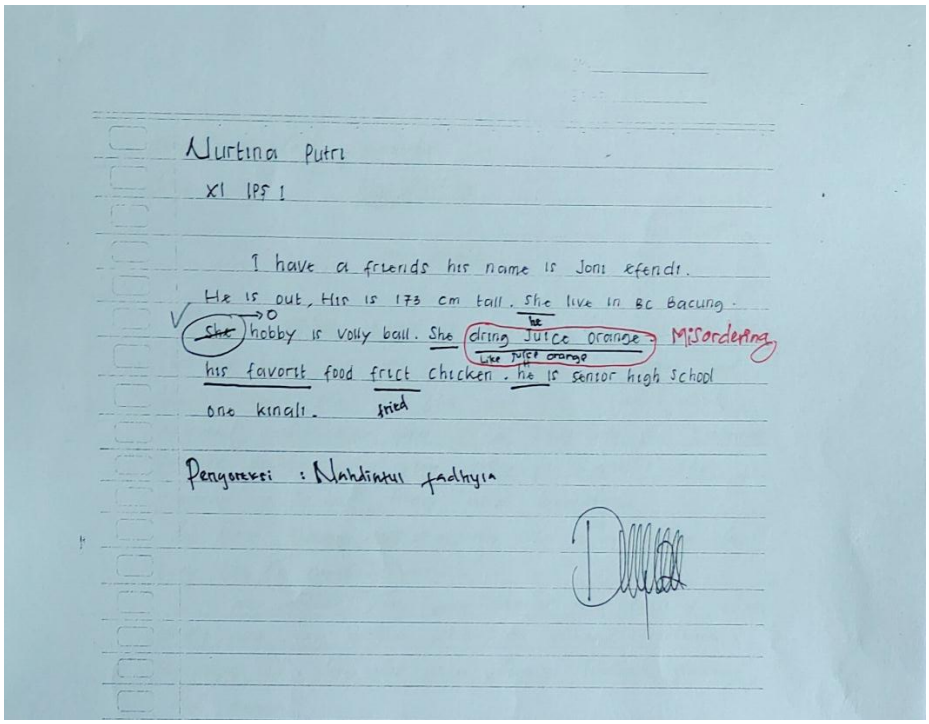
my Mother

My mother name is suryani Her old in 35 th she have big 158 cm she have hair long and black sweet slim she like eat picel and drink mineral water . eyes color (in) Misformation chocolate. she someone Female patient . She very lovely to parents . She someone is Female strong and beautiful . She have [redacted] favorite color "in green . She very like (is cooking) . → O
My mother very dont like if I am lazy to clean study mom . My mother like film korea terbaite. because to obey she film alasia terbaru funny and negat.

Nama Pengoreksi : Silvi Maylita

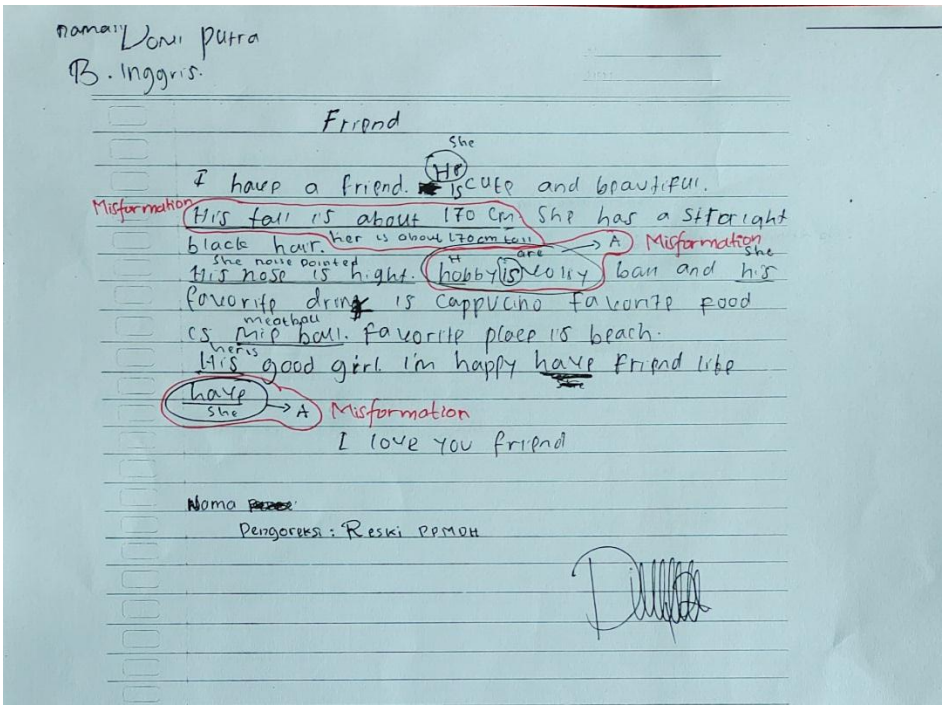
Based on the students' writing tasks above, the researcher found that the peer gave corrections on the students' writing with misformation and error of omission correction. The peer identified the mistake and supplied the correction with peer comprehension. For example; misformation, "eyes color **in** chocolate" to "eyes color **a** chocolate". Error of omission, "She very like is cooking" become "She very like is cook". Thus, the researcher found one using misformation corrections and one error of omission.

Peer number 7



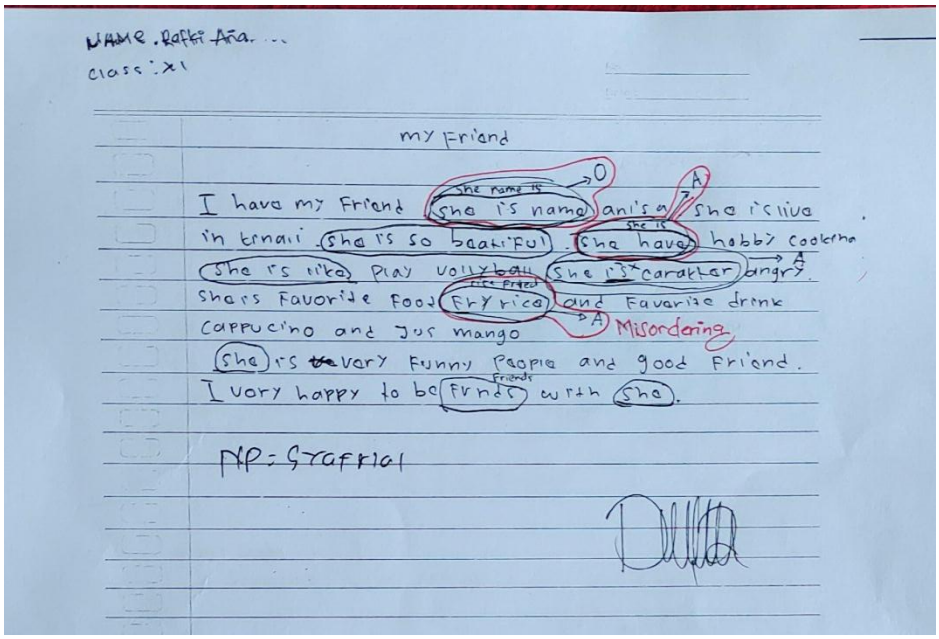
Based on the students' writing tasks above, the peer gave corrections toward the students' writing with error omission and misordering corrections. In this writing task, the peer used error omission correction, such as; "**She** hobby is volleyball" the peer used minus sign in a word "She". Misordering, such as; "She **dring juice orange**" to "She like **juice orange**". Thus, the researcher found one error omission and one error of misordering corrections in this writing task.

Peer number 8



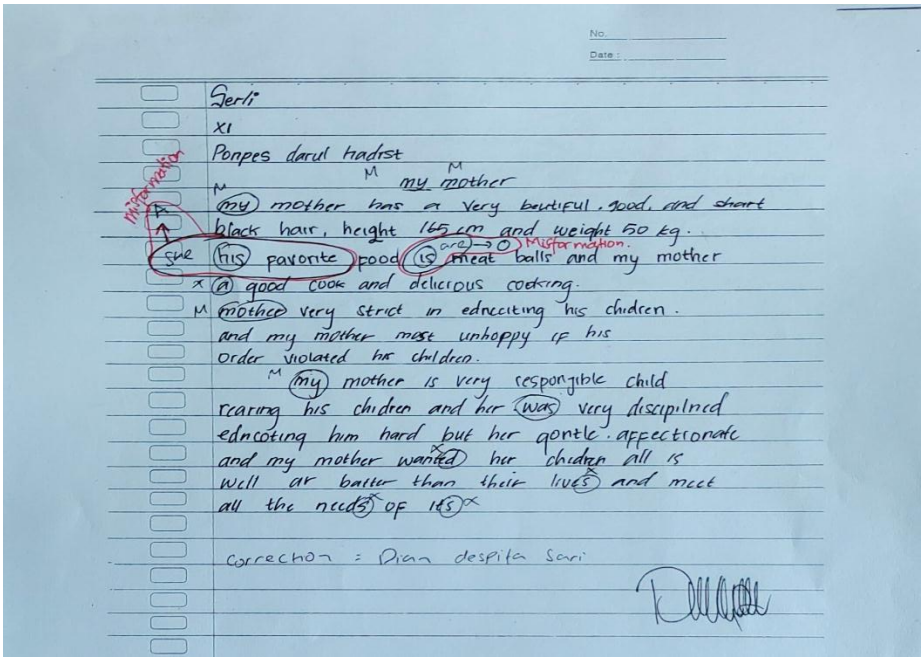
Based on the students' writing tasks above, the researcher found that the peers used error of misformation correction. Such as; "His tall is about 170 cm" to "Her is about 170 cm tall". Thus, the researcher found three of error misformation correction by peer correction.

Peer number 9



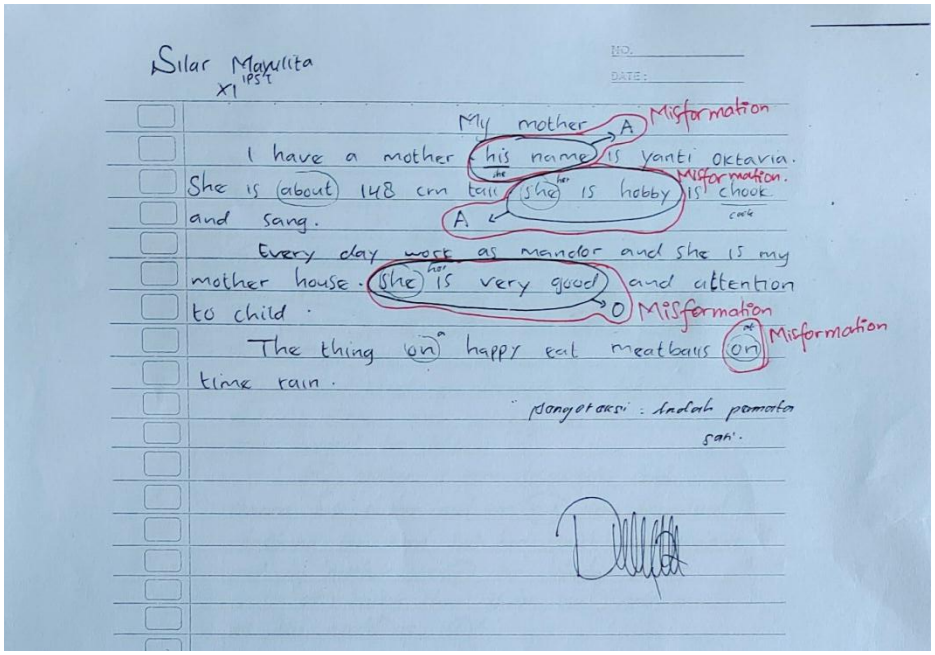
Based on the students' writing tasks above, the researcher found that the used error of misordering correction. The first misordering, such as; "fry rice" to "rice fried". Thus, peer number 9 used one error of misordering correction in this writing task.

Peer number 10



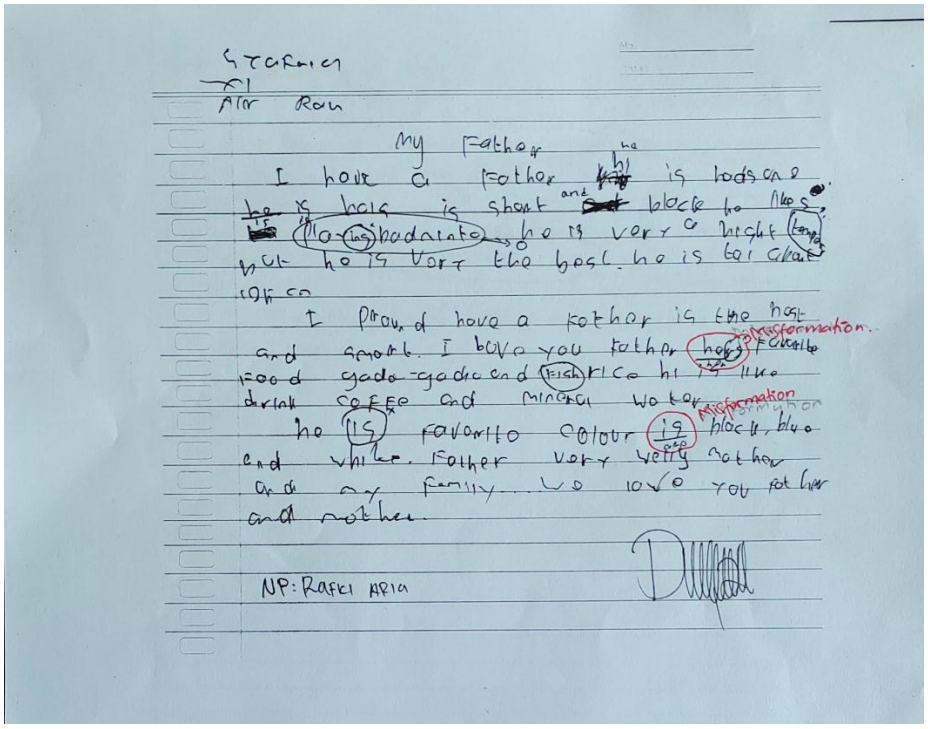
Based on the writing task above, the researcher found that the peer gave correction with misformasion correction feedback. In this writing task, the peer made a circle for the mistakes' subject and to be. For example: "**his** favorite food **is** meat balls.." to "**She** favorite food **are** meat ball…" part of the descriptive text. Thus, the researcher found a peer error that the peer corrected with two error of misformation corrections.

Peer number 11



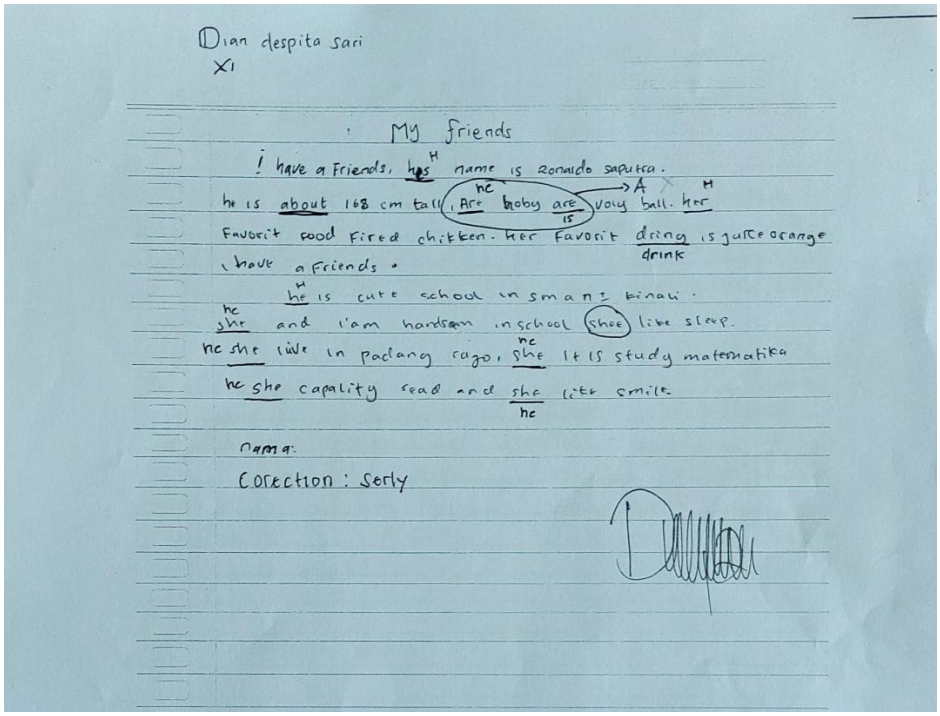
Based on the students' writing tasks above, the researcher found that the peers used error of misformation corrections. The peer used circle mistakes in the writing. Such as; "**She** is hobby is chook and sang" to "**Her** is hobby is cook and sang". And "The thing **on** happy eat meatballs **on** time rain" to "The thing **a** happy eat meatballs **at** time rain". Thus the researcher found there were four errors of misformation peer corrections in students' writing.

Peer number 12



Based on the students' writing tasks above, the researcher found that the peer gave corrections with error of misformation correction feedback. In this writing task, the peer made a clue by circling the mistakes. For example, "he **is** favorite color **is** black, blue, and white" to "he favorite color **are** black, blue, and white". Thus, in this writing task the researcher found two errors in misformation using by peer.

Peer number 13


Dian despita sari
XI

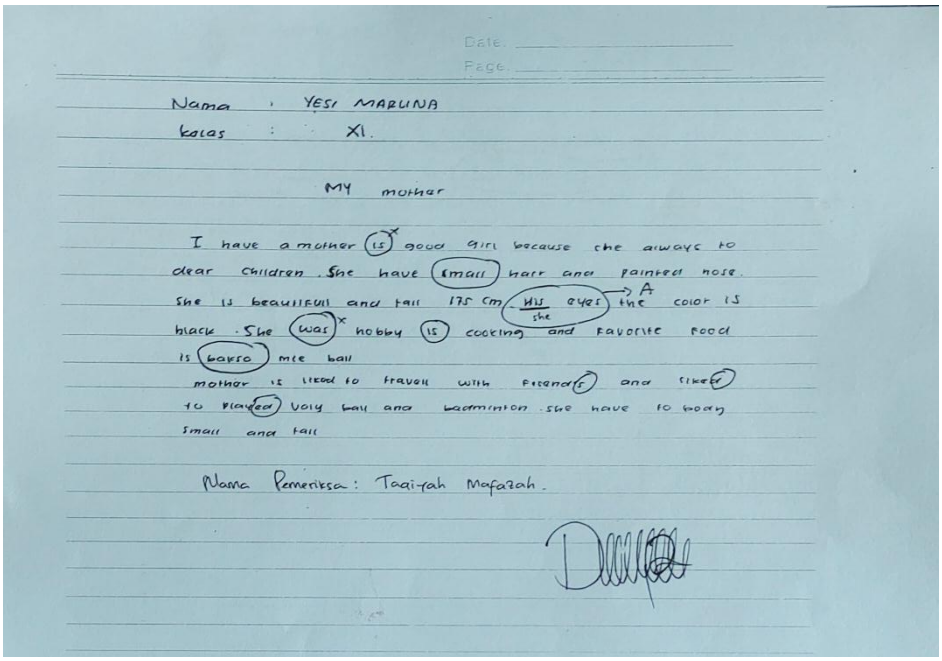
My friends

I have a Friends, has name is ronaldo saputra.
he is about 168 cm tall, Are hobby are is volly ball. Her
Favorit food Fired chikken. Her Favorit dring is jurce orange
drink
i have a Friends.
he is cute school in smart kinali.
he she and i'am hardsam in school shee like sleep.
he she live in padang raya, she it is study matematika
he she capality read and she her smile.

nama:
Correction: serly

Based on the students' writing task above, the researcher did not find students' error in providing feedback on their peers' writing. In this writing task, the peer used underlining for the mistake. Thus, in this document researcher did not found error students' giving by the peer.

Peer number 14



Date
Page

Nama : YESI MARLINA
kelas : XI.

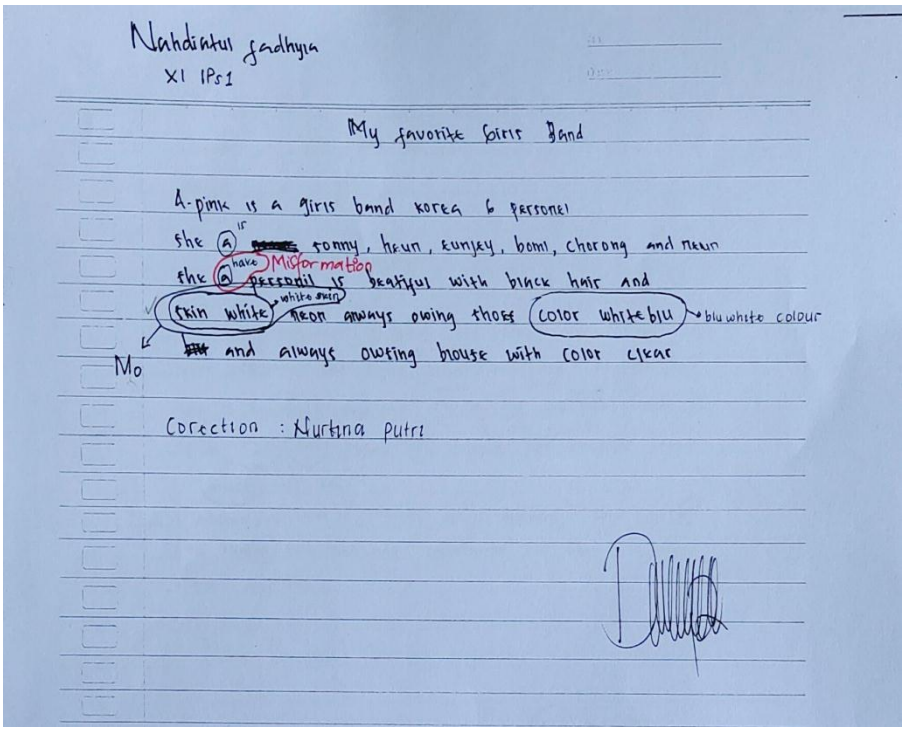
MY mother

I have a mother (is) good girl because she always to clear children. She have (small) hair and painted nose. She is beautifull and tall 175 cm. His eyes (the) color is black. She (was) hobby (is) cooking and favorite food is (bakso) mie ball
mother is liked to travell with friend(s) and like(s) to play(ed) voly ball and badminton. She have to body small and tall

Nama Pemeriksa: Taqiyah Mafazah.

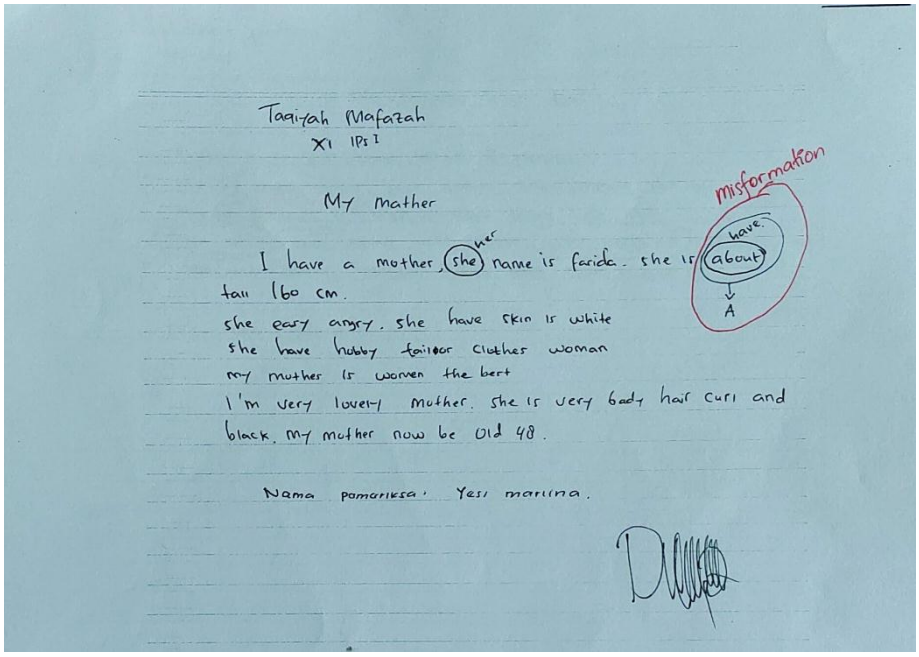
Based on the students' writing tasks above, the researcher did not find students' error in providing feedback on their peers' writing. In this task, the peer gave correction codes like circling. Thus the researcher did not found error of correction.

Peer number 15



Based on the students' writing tasks above, the researcher found that the peer used error of misformation correction. The peer used circling to make the mistake and supply the correction, such as; "She **a** sonny, heun, eunjey.." to "She **is** sonny, heun, eunjey…". And error of misordering, "skin white" to "white skin". Thus, the researcher found one error of misordering, and one error of misformation to the corrections made by the peer.

Peer number 16


Taqiyah Mafazah
XI IPS I

My mother

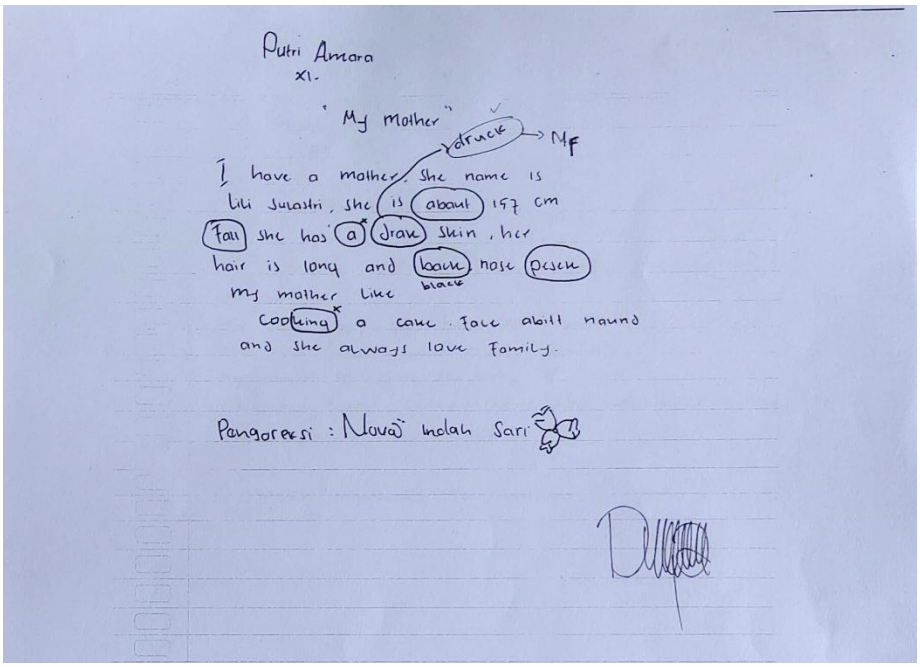
misformation

I have a mother, (she) her name is farida. she is (about) have. A tall 160 cm.
she easy angry. she have skin is white
she have hobby tailoor clothes woman
my mother is women the bert
I'm very lovely mother. she is very bady hair curl and
black. my mother now be old 48.

Nama pemeriksa: Yesi marlina.

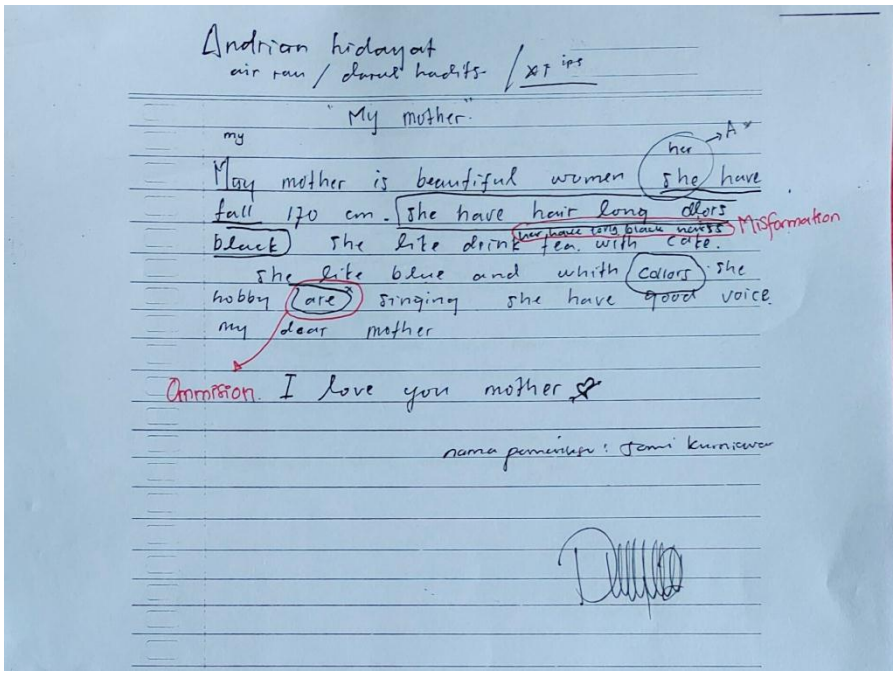
Based on the students' writing tasks above, the researcher found that the peer used error of misformation correction. The peer used circling and correcting, such as; "She is **about** tall 160 cm" becoming "She is **have** tall 160 cm". Thus, the researcher found one error of misformation correction by peer correction.

Peer number 17



Based on the students' writing tasks above, the researcher found that the peer gave corrections on the students' writing. The peer used error of misformation correction. The peer gave code like circling for the mistake. For example, "She has a **drak** skin" becoming "She has **druck** skin". Thus, the researcher found there was one error in the misformation corrections.

Peer number 18



Based on the students' writing tasks above, the peer gave corrections on the students' writing with error misformation and error omission correction. In this document, the peer gave corrections like underlining the mistakes and supplying the students' mistakes. For example; error of misformation, "She have hair long collors black" become "Her have long black hairs". Error omission, "she hobby **are** singing". Then, the peer gave sign X in to be "are". Thus, the researcher found one error of misformtion and one error of omission correction in this writing task.

B. 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 strategy. 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 strategy 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 strategy on students writing ability 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 Dullay et al, there are four types of errors. Consisting of omission, addition, misformation, and misordering.[58] Then from the results of students' writing assigments, 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 tobe and personal pronouns into correct sentences. 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

[58]Dullay, et. al. 1982. *Language Two.* New York: Oxford University Press

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 un 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 five.

CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter presents the important points from the whole discussion in the study. Besides, it also suggests some recommendations for the reader and for academic teaching as well as for further research. Thus, the last part of the chapter will be divided into conclusions and suggestions.

A. 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 grade 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. The error of misformation was thirty one, the error of omission was eleventh, the error of misordering was four, and the error of addition was two.

B. SUGGESTION

Considering the conclusions above, the researcher would like to propose some suggestions that may be useful for teachers, students, and other researchers.

For teachers, using a peer feedback strategy in the teaching and learning process is especially important in writing. The peer feedback strategy can improve students' writing skills. Every student needs correction from their peers because they want to know their mistakes in writing. Teachers must also pay attention to students' use of items and

linguistic structures because they are based on results; they found many errors in the placement of tobe, structure, and so forth. Therefore, teachers must make corrections and evaluations of student errors using peer feedback.

For students, based on these findings, it can be said that students still experience some difficulties in writing and providing feedback. Therefore, they should pay more attention, especially to the structure of a sentence, because it is the most dominant aspect of the mistakes they make.

For researchers, the researcher suggests the next similar researcher in order to analyze more deeply the error of the peer feedback strategy. Thus, they can find more types of errors in the use of providing feedback.

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APPENDICES

Appendix I

Research Guidelines

Variable	Sub Variable	Indicator	Description
Error Analysis of Peer Feedback Strategy	Types Error of Peer Feedback Strategy	1. Omission	Omission error is characterized by the absence of giving feedback that must appear in a well-formed construction.
		2. Addition	Addition isopposite of omission. They are characterized by the presence of feedback that should not appear in well-formed constructs.
		3. Misformation	Misformation errors are characterized by the use of incorrect placement of feedback.
		4. Misordering	Misorderingmarked by giving the correct feedback but in the wrong order.

Appendix II

Instrument Task

Instruction: This is a writing task. You need to choose one of the following topics and write paragraph about that. You need to describe the topics that you choose consists of 3 paragraphs. Each paragraph consists of four or five sentences in 60 minutes.

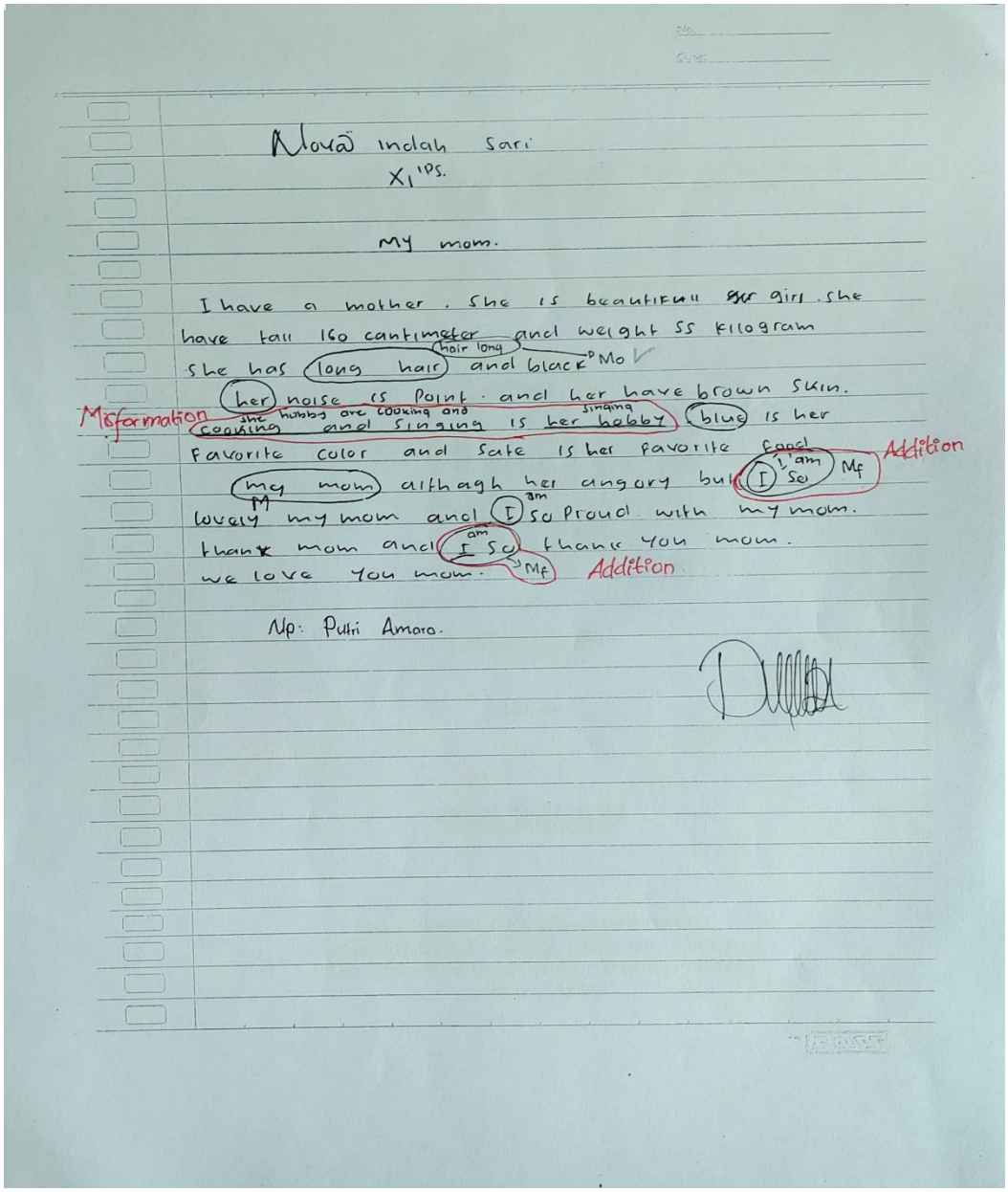
1. My family
2. My favorite animal
3. My friend
4. My idol

Good luck☺

APPENDIX III

Data of Written Peer Feedback

Peer number 1



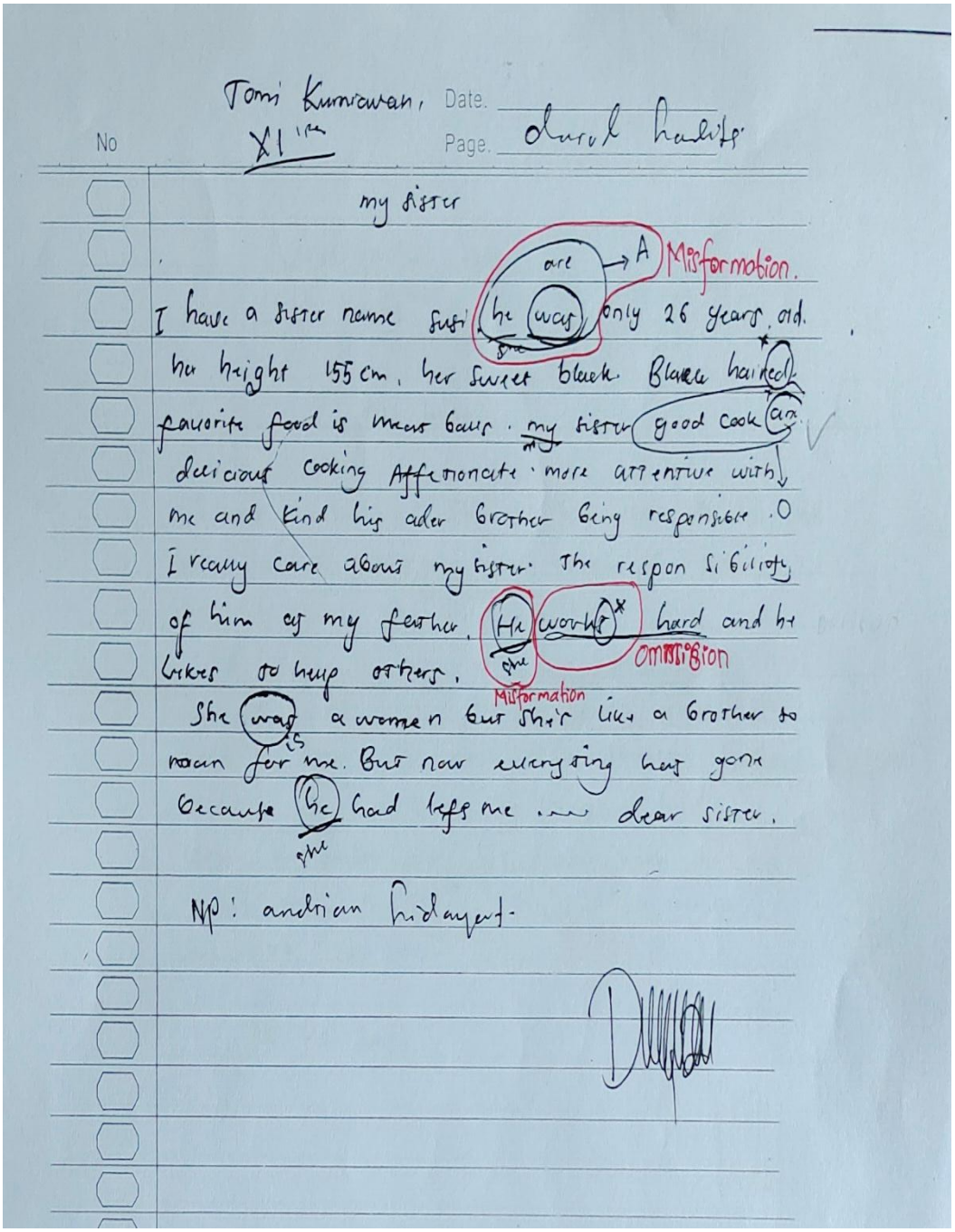
Nova indah sari
XI IPS.

My mom.

I have a mother. She is beautiful girl. she have tall 160 cantimeter and weight 55 kilogram
she has long hair (hair long) and black (Mo)
her noise is point and her have brown skin.
Misformation — she hobby are cooking and singing (cooking and singing is her hobby) blue is her
favorite color and sate is her favorite food (I am so Mf) Addition
my mom (M) althagh her angary but I love my mom and I (am) so proud with my mom.
thank mom and I (am) so thank you mom.
we love you mom. (Mf) Addition

Np: Putri Amora.

Peer Number 2



Tomi Kurniawan, Date.
XI IPA Page. Rural health

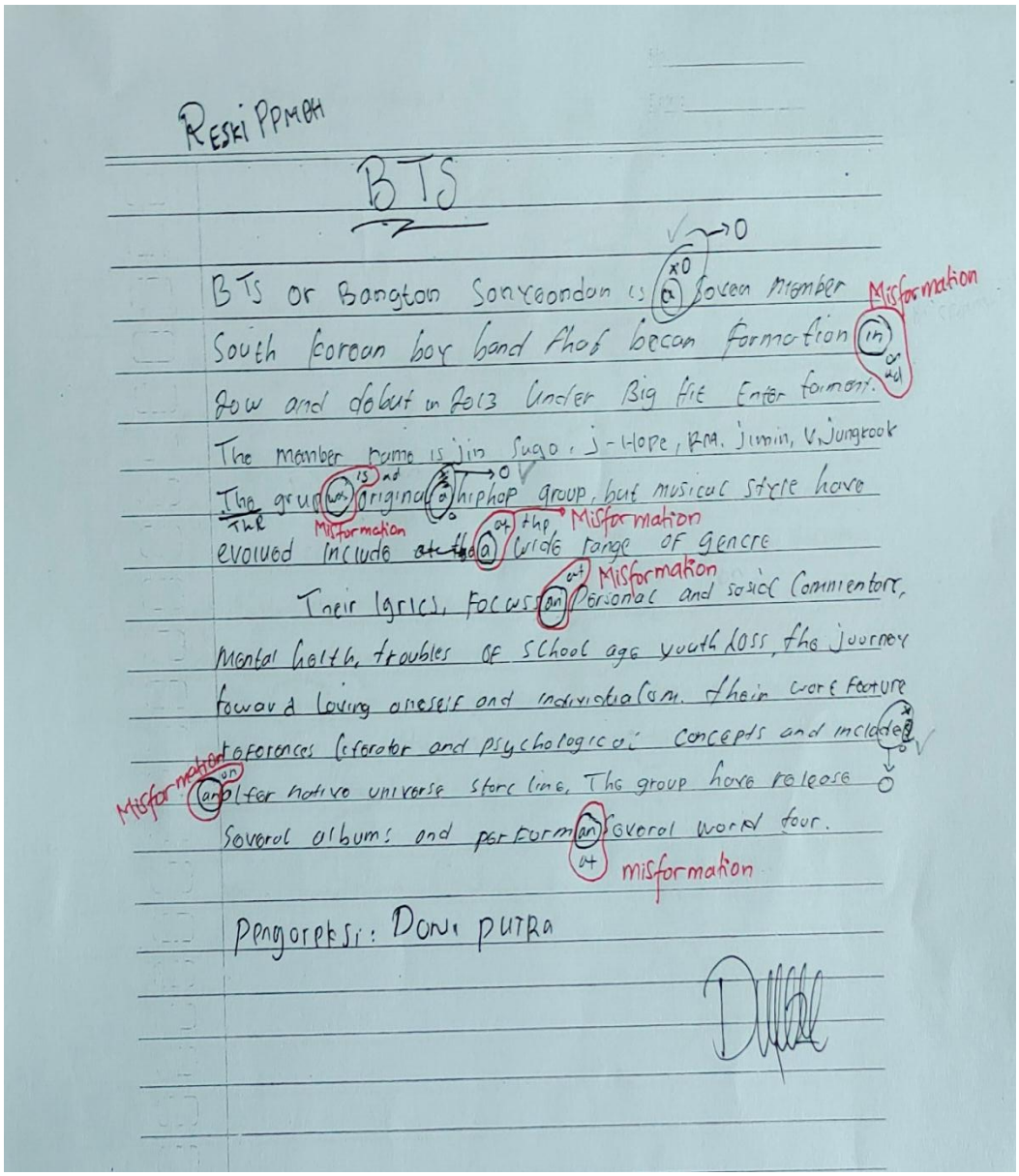
No

my sister

I have a sister name Susi (are → A) (he was) only 26 years old. Misformation.
her height 155 cm. her sweet black. Black hair(ed)
favorite food is meat ball. my sister good cook (an)
delicious cooking Affectionate. more attentive with
me and kind his older brother being responsible. O
I really care about my sister. The respon sibility
of him as my father. He (worke*) hard and he
likes to help others. omission
Misformation
She (was) a women but their like a brother to
(is)
roam for me. But now everything that gone
Because (he) had left me ... dear sister.
she

Np: andrian hidayat.

Peer Number 3



RESKI PPMBH

BTS

BTS or Bangtan Sonyeondan is a Korean Member South Korean boy band that becan formation in and debut in 2013 Under Big Hit Enter formerly. The member name is Jin Suga, J-Hope, RM, Jimin, V, Jungkook The group was original a hiphop group, but musical style have evolved include a wide range of genre

Misformation

Misformation

Misformation

Misformation

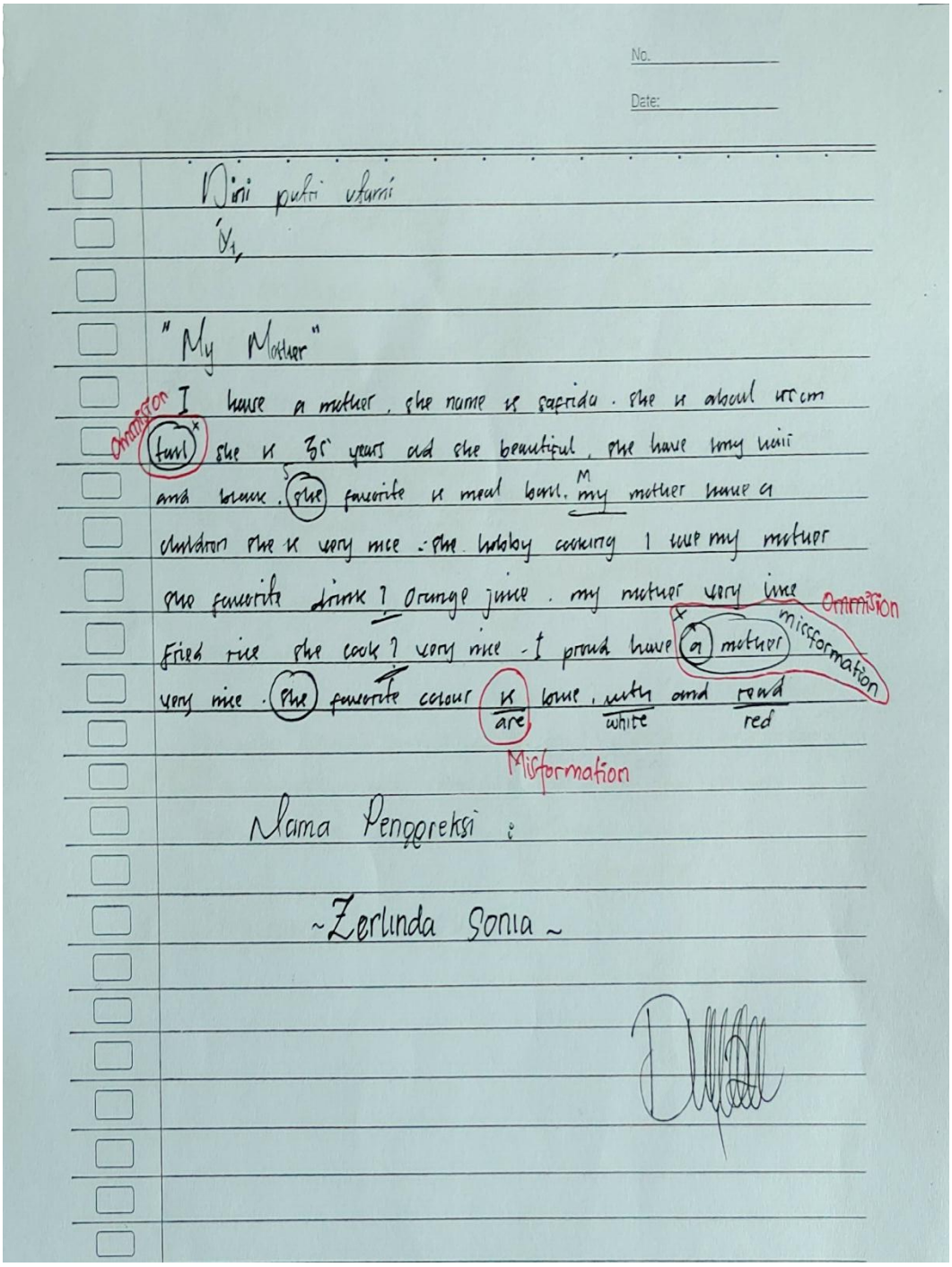
Misformation

Misformation

Their lyrics, focus on personal and social Commentary, Mental health, troubles of school age youth loss, the journey foward loving oneself and individualism. their core feature references Korean and psychological concepts and included an alter native universe story line, The group have release several albums and perform several world tour.

Pengorpksi: Doni putra

Peer Number 4



No.

Date:

Nama putri utami

X1,

"My Mother"

I have a mother, she name is safrida. she is about 155 cm tall she is 35 years old she beautiful, she have long hair and black. she favorite is meal beef. my mother have a christian she is very nice. she hobby cooking I love my mother she favorite drink ? Orange juice. my mother very like Fried rice she cook ? very nice. I proud have a mother very nice. she favorite colour is are have, white and red

Omission

Omission

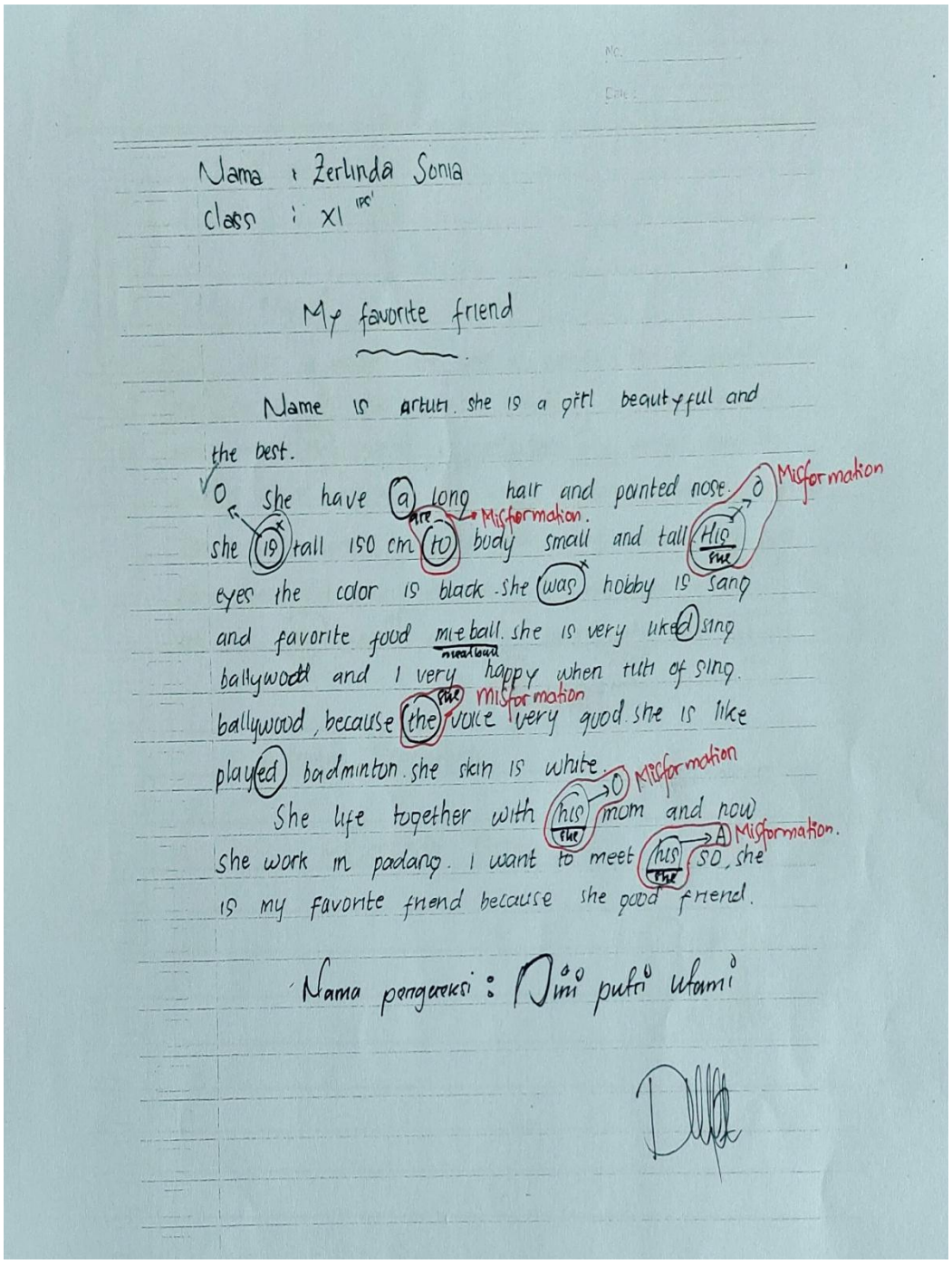
missformation

Misformation

Nama Penggreksi :

~Zerlinda Sonia~

Peer Number 5



Nama : Zerlinda Sonia
class : XI IPS

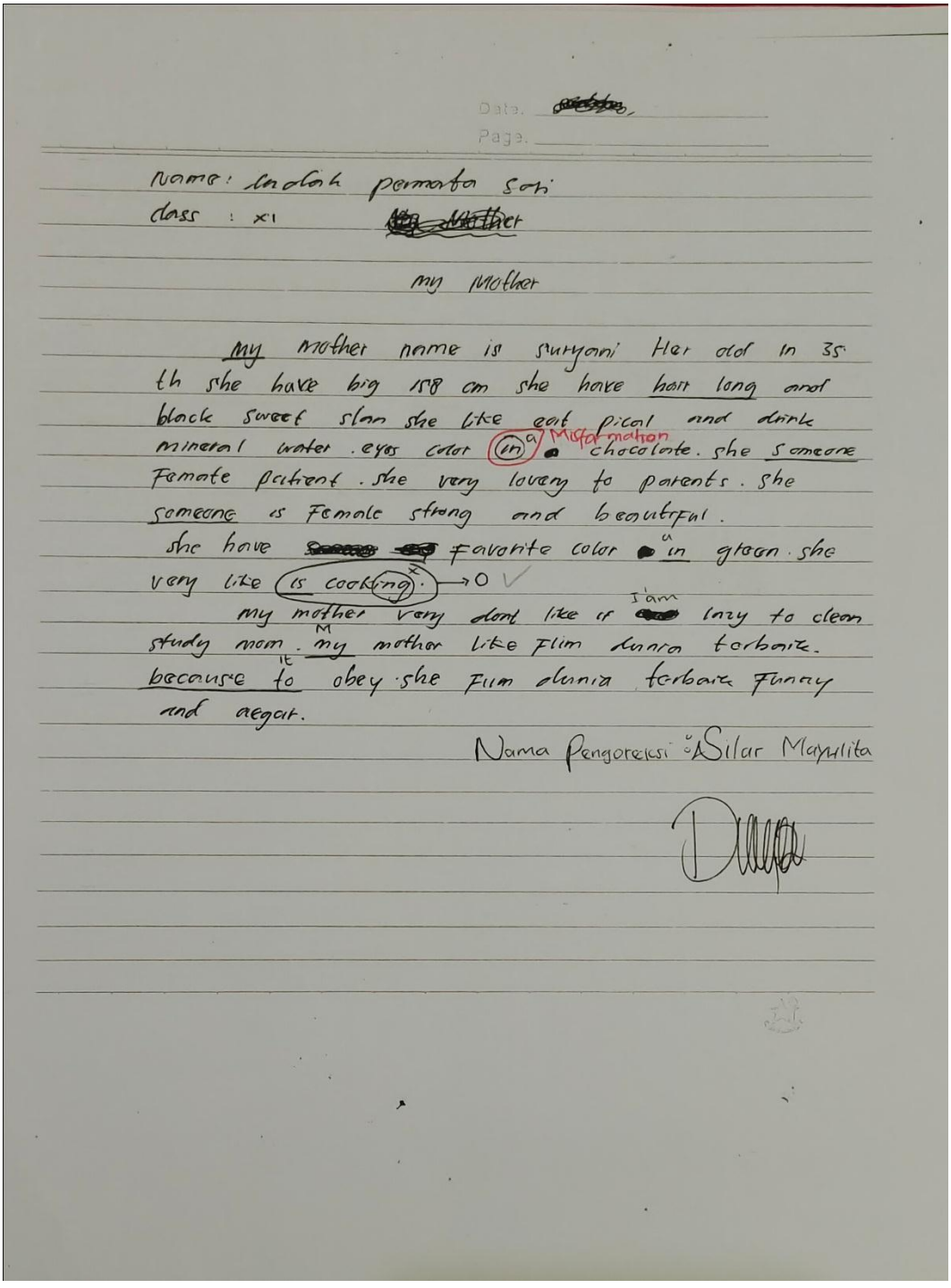
My favorite friend

Name is Artuti. she is a girl beautyfull and the best.

She have a long hair and pointed nose. Misformation
she is tall 150 cm to body small and tall His eyes the color is black. she was hobby is sang and favorite food meatball. she is very liked sing ballywood and I very happy when tuti of sing ballywood, because the voice very good. she is like played badminton. she skin is white. Misformation
She life together with his mom and now she work in padang. I want to meet his so, she is my favorite friend because she good friend. Misformation.

Nama pengarang : Dini putri utami

Peer Number 6



Date. [redacted]
Page.

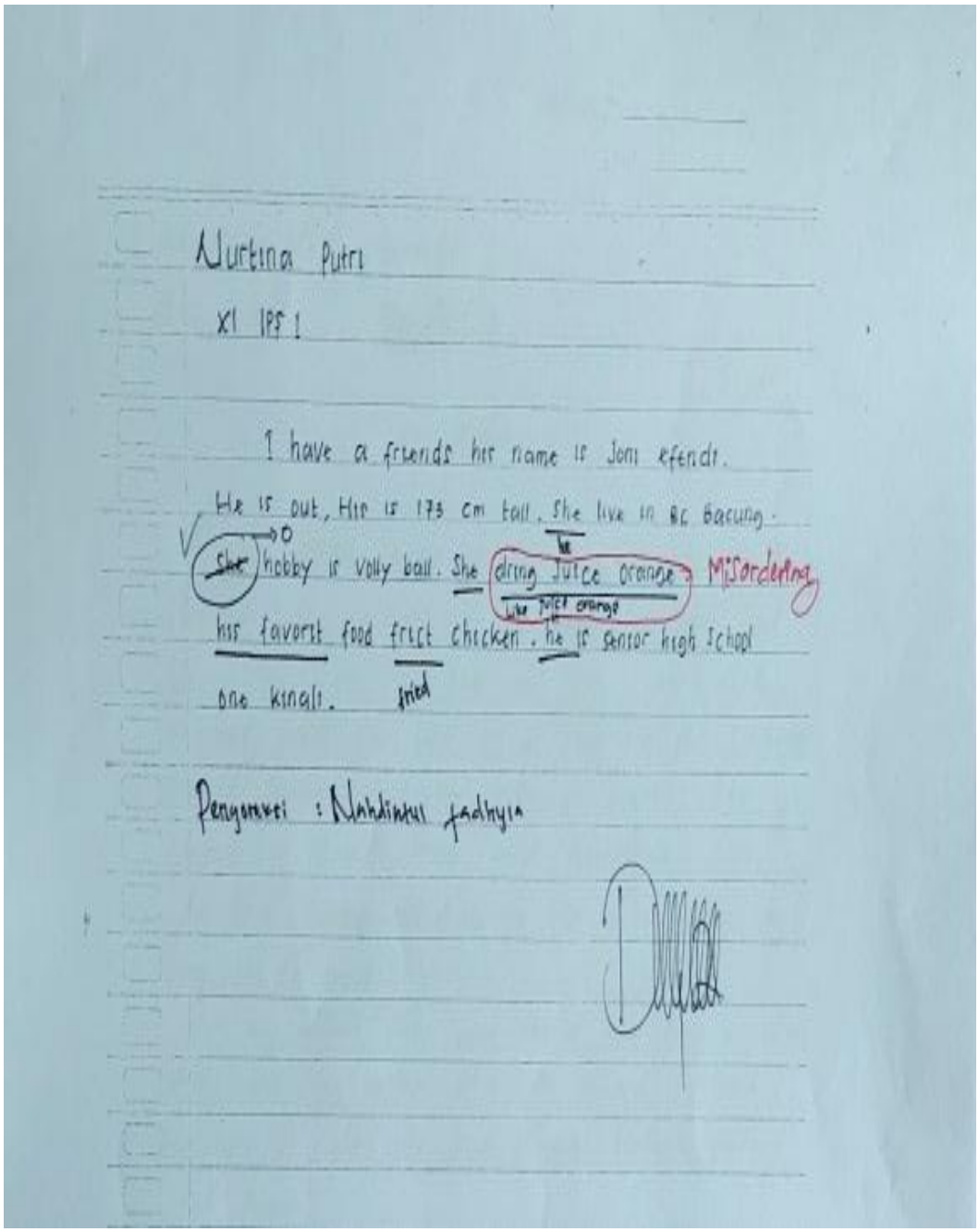
Name : Ladoih permata sari
class : x1 [redacted]

my Mother

My mother name is suryani Her old in 35 th she have big 158 cm she have hair long and black sweet slim she like eat pical and drink mineral water . eyes color (in) Misformation chocolate. she someone Female patient . She very lovely to parents . She someone is Female strong and beautiful .
She have [redacted] favorite color in green . she very like is cooking . → 0 ✓
my mother very dont like is I'am lazy to clean study room . My mother like Film dunia terbaik. because to obey . she Film dunia terbaik Funny and aegar.

Nama Pengoreksi : Silar Maylita

Peer Number 7



Nurtina Putri

XI IPS 1

I have a friends her name is Joni efendi.

He is out, His is 173 cm tall. She live in Bc Bacung.

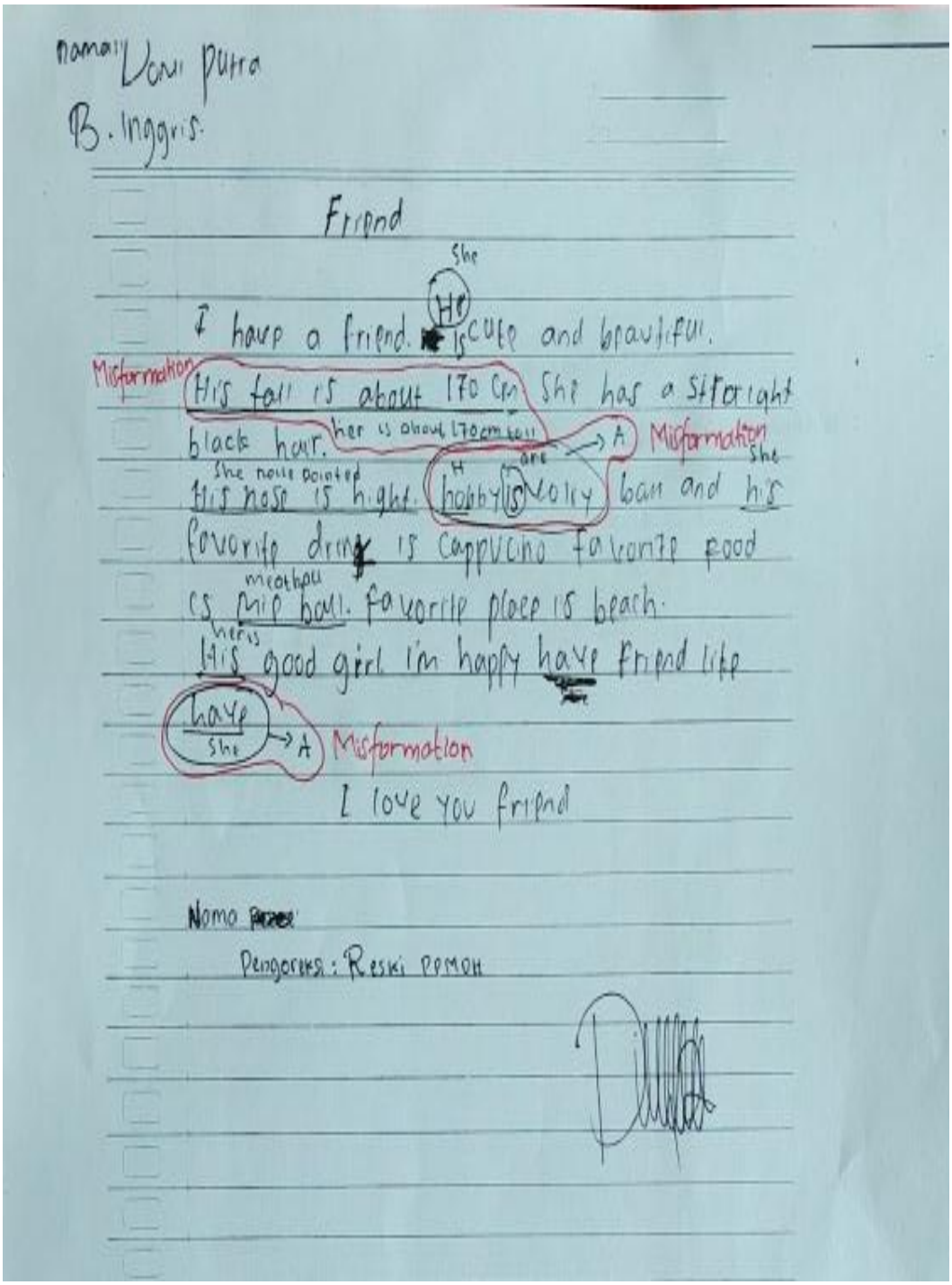
~~She~~ hobby is volly ball. She dring juice orange. Misordering

his favorit food fruit chicken. he is senior high school

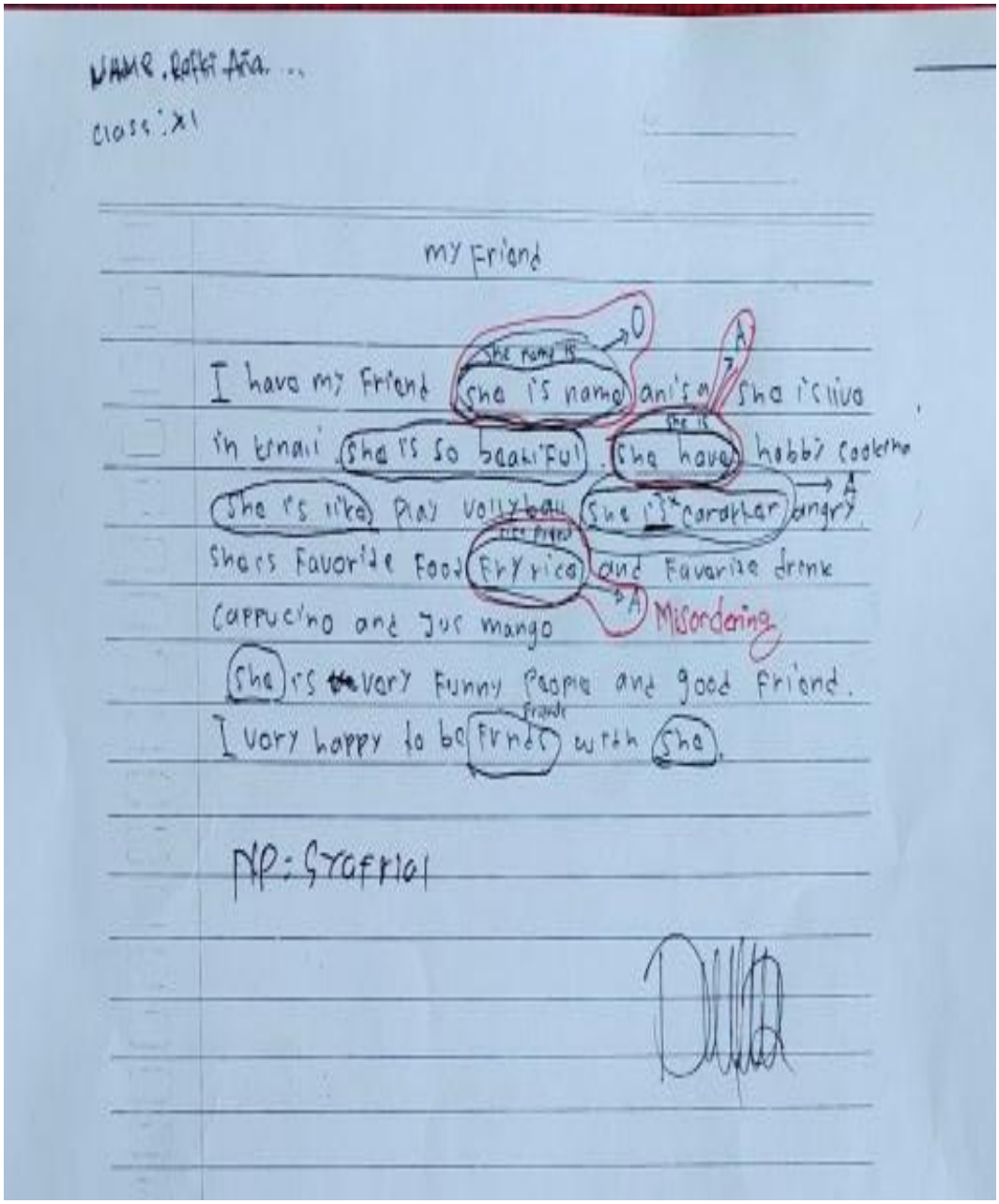
one kinali.

Penyemak : Nurhidayati fadhyla

Peer Number 8



Peer Number 9


NAME. Rafki Ana. ..

class: X1

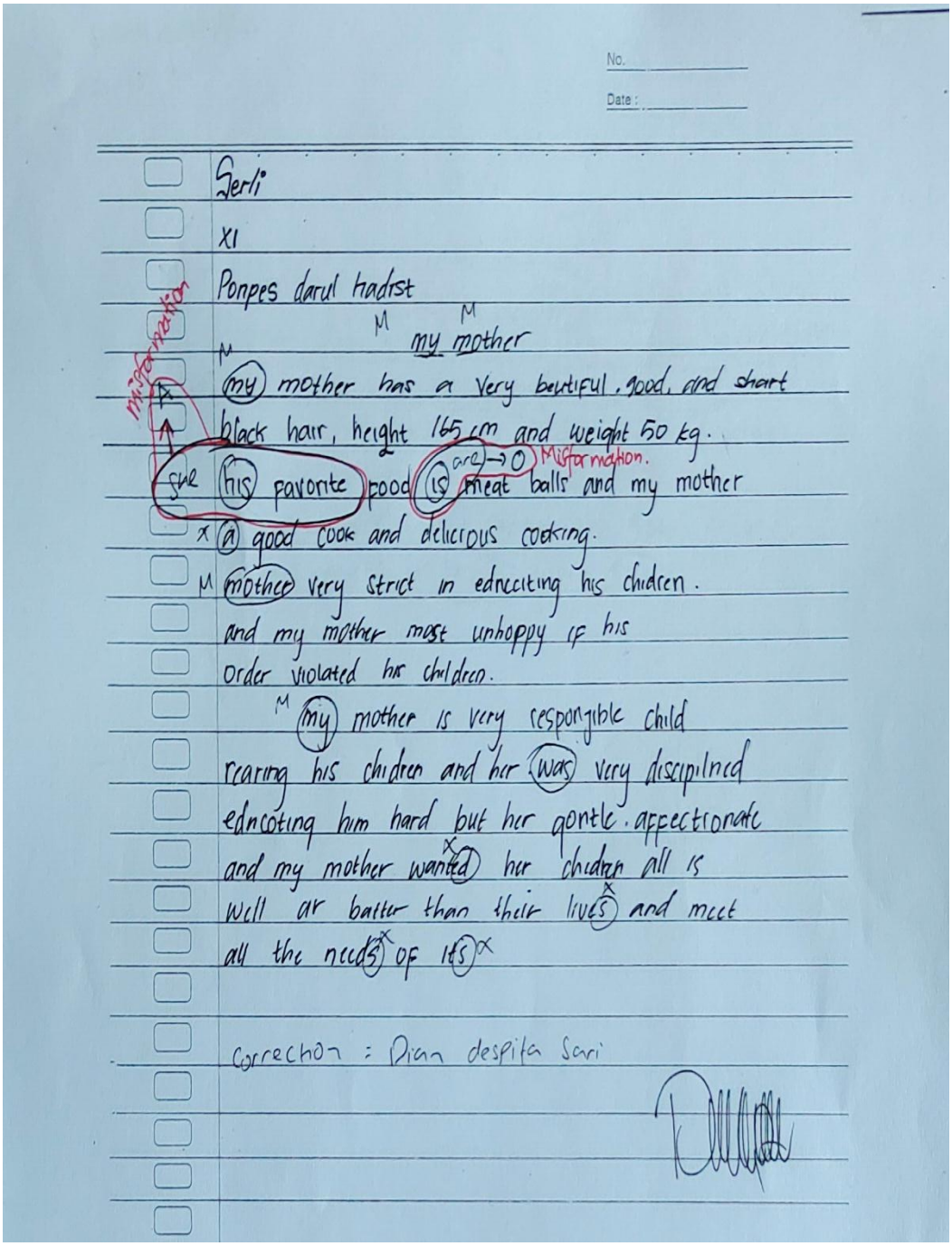
my Friend

I have my friend She is name ani's m She is liva in kmai. She is so beauti'ful. She have hobbi cooking She is like play volly ball She is cardiac angry. Shars Favorite food Fry rice and Favarite drink Capprucino and jus mango

She is very Funny people and good friend. I very happy to be frnds with She.

NP: Syafrial

Peer Number 10



No.

Date :

Serli

XI

Ponpes darul hadrst

my mother

misformation

(my) mother has a very beutiful, good, and short black hair, height 165 cm and weight 50 kg.

she (his) favorite food (is) (are → 0) meat balls and my mother misformation.

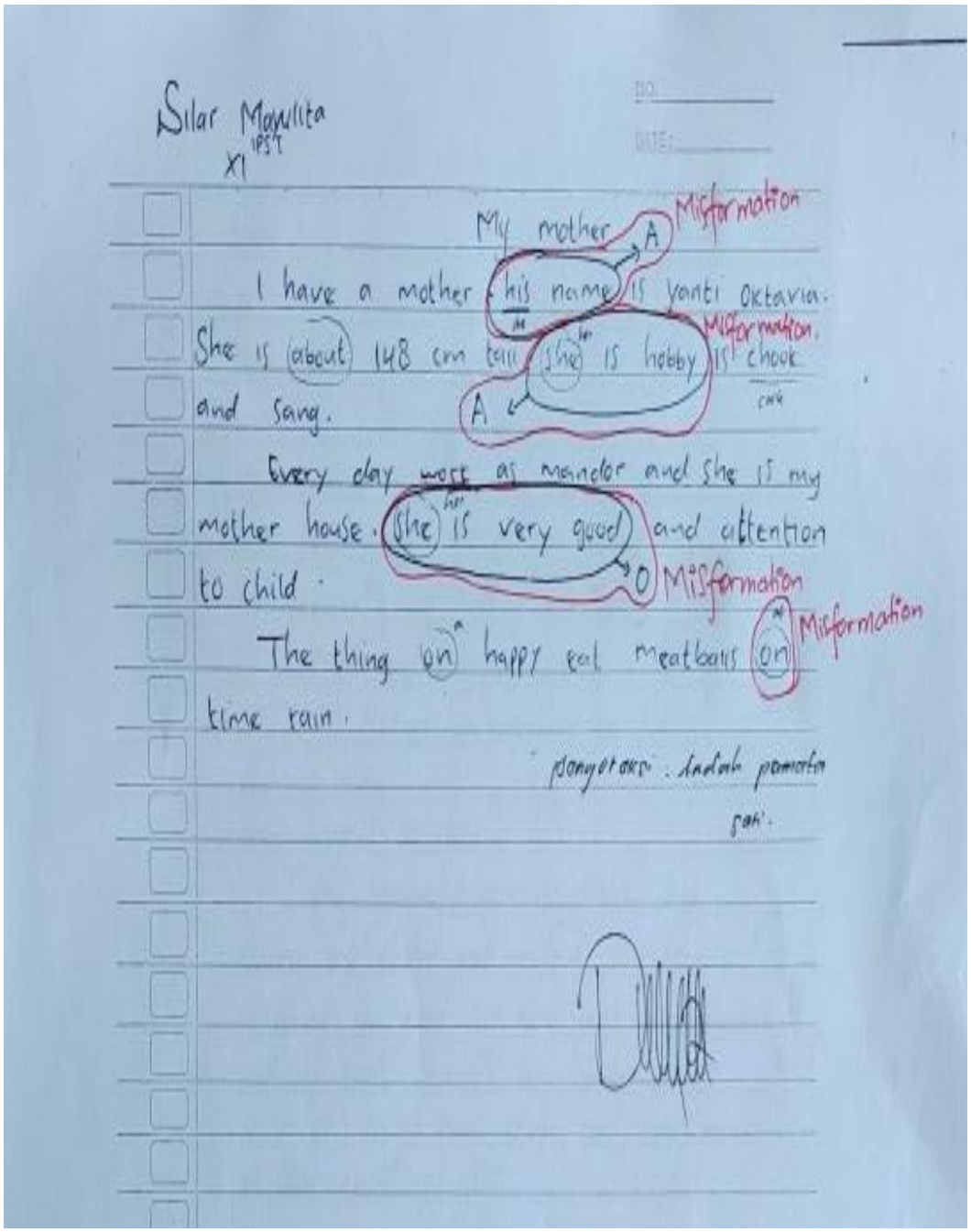
(a) good cook and delicious cooking.

(mother) very strict in edrecting his children. and my mother most unhappy if his order violated her children.

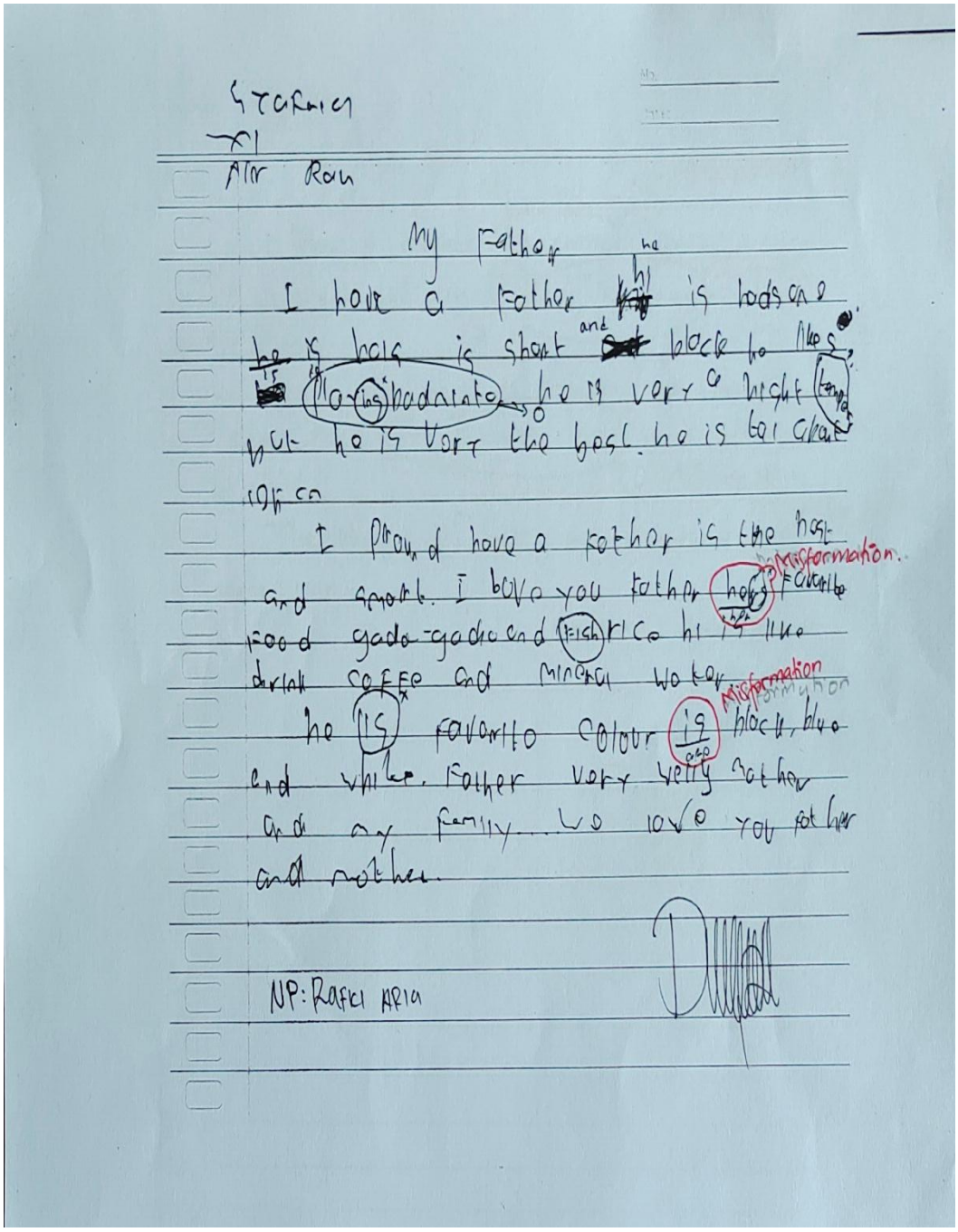
(my) mother is very responsible child rearing his children and her (was) very disciplined edncoting him hard but her gentle, affectionate and my mother wanted her children all is well ar better than their lives and meet all the needs of its

Correction : Dian despita Sari

Peer Number 11



Peer Number 12



Grammar

Mr Ran

My father

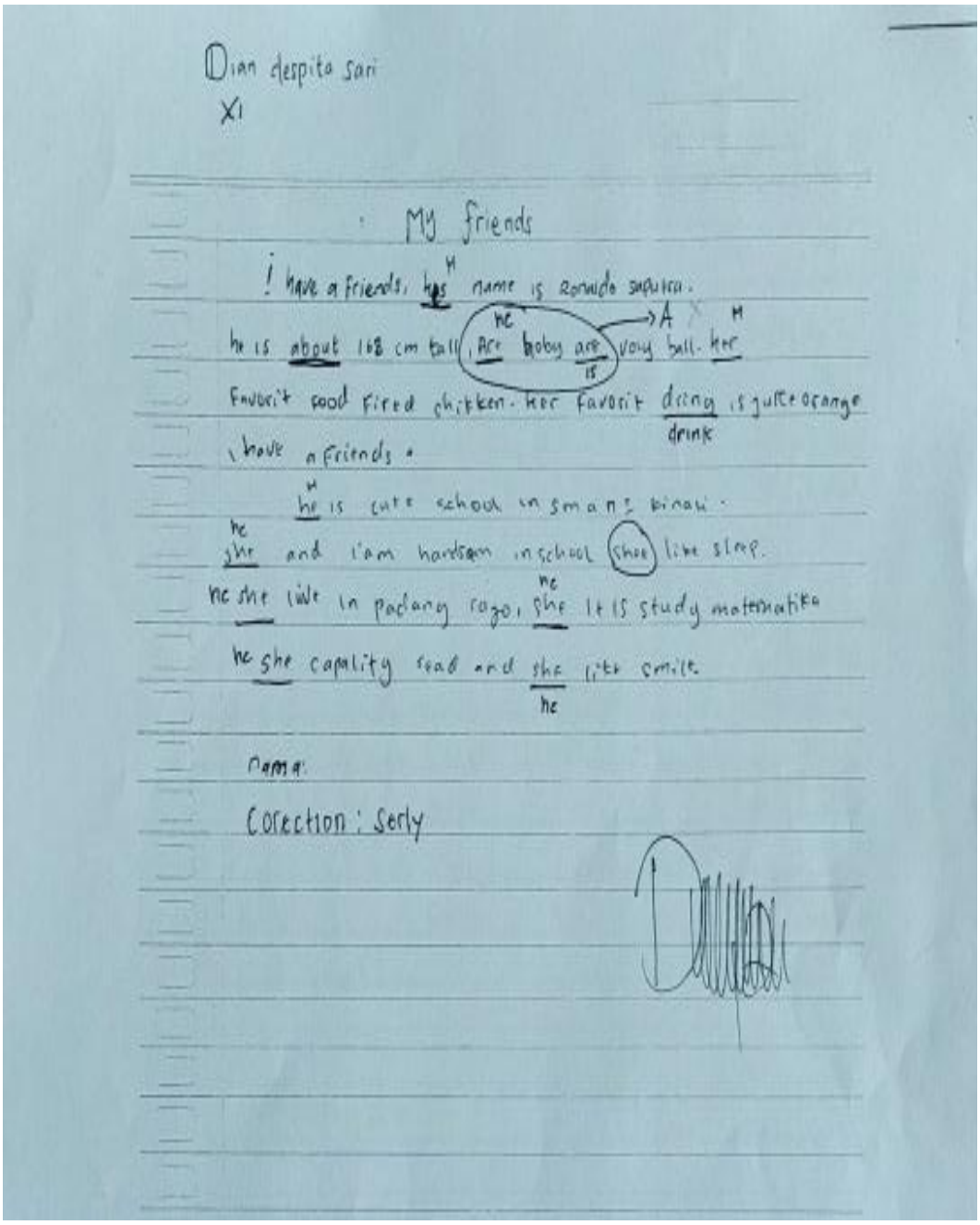
I have a father he is handsome he is tall and black he likes ~~he~~ he is handsome he is very bright but he is very the best. he is tall short

I proud of have a father is the hard and smart. I love you father he favorite food gado-gado and fish rice he like drink coffee and mineral water

he is favorite colour is black, blue and white. father very very father and my family. We love you father and mother.

NP: Rafli Afia

Peer Number 13



Dian despita sari
XI

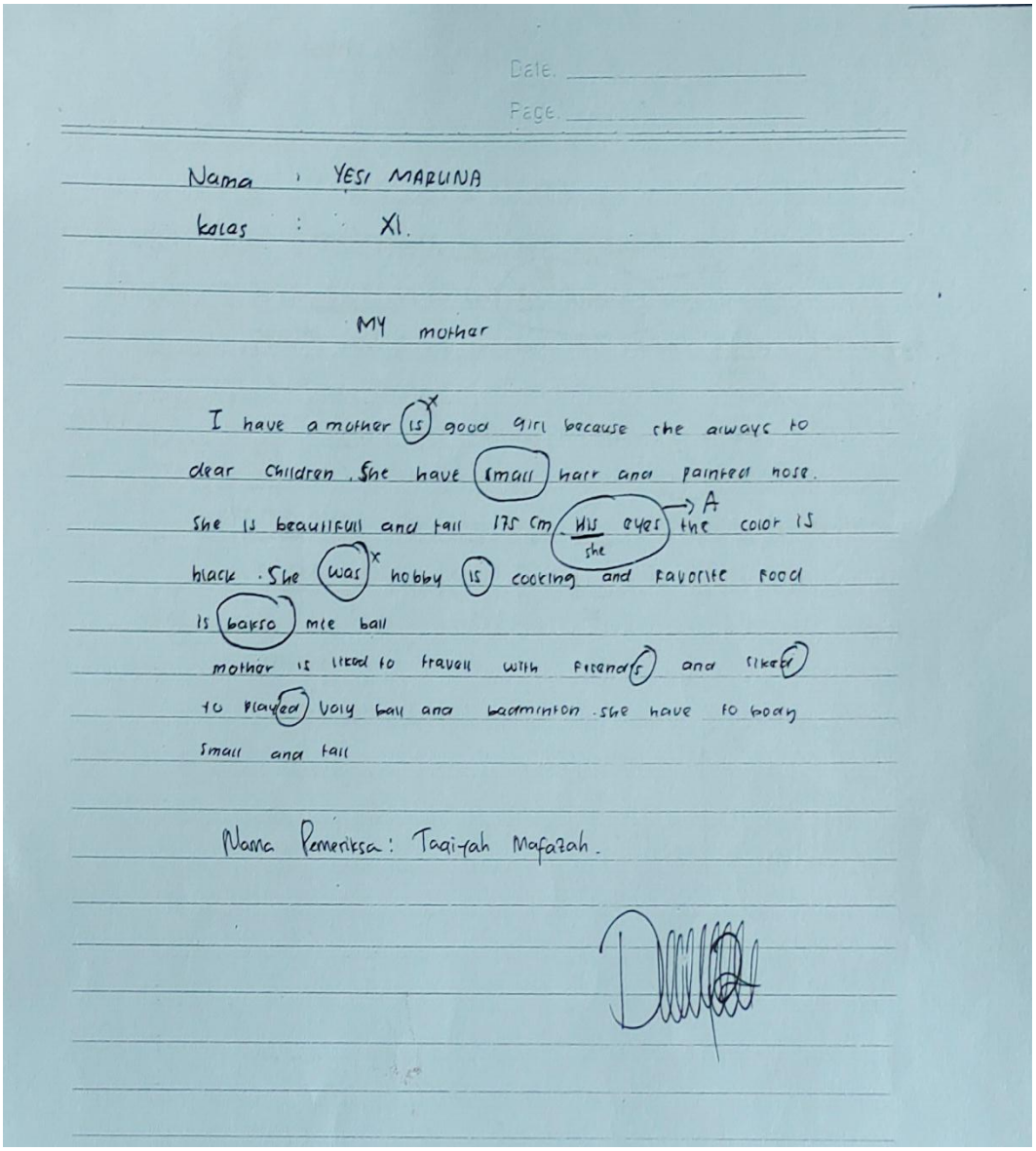
My friends

I have a friends, his name is ronaldo saputra.
he is about 168 cm tall, Are hobby are is very ball. her
Favorit food fried chitken. her favorit dring is jurice orange
drink
I have a friends.
he is cute schoul in smans binau.
she and i am handsom in school she like sleep.
he she live in padang rago, she it is study matematika
he she capality read and she like smile.
he

Nama:

Corection: Serly

Peer Number 14



Date.
Page.

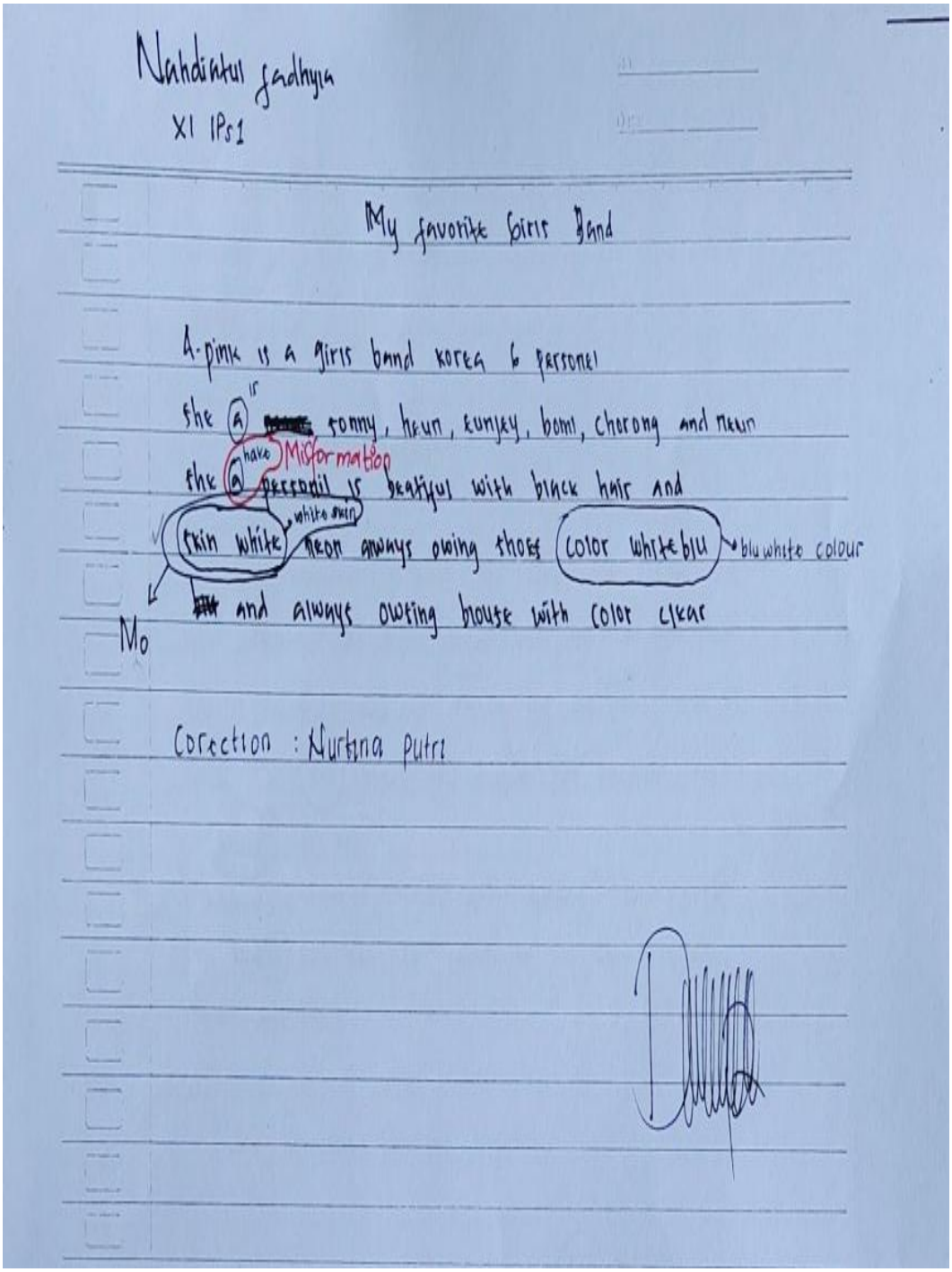
Nama : YESI MARLINA
kelas : XI.

MY mother

I have a mother (IS) good girl because she always to clear children. She have (small) hair and painted nose. She is beautifull and tall 175 cm. (His → she) eyes → A the color is black. She (was) hobby (IS) cooking and favorite food is (bakso) mie ball
mother is liked to travell with friends(S) and like(s) to play(ed) voly ball and badminton. She have to body small and tall

Nama Pemeriksa: Taqiyah Mafazah.

Peer Number 15



Nahdiatul Jadhya
XI IPS1

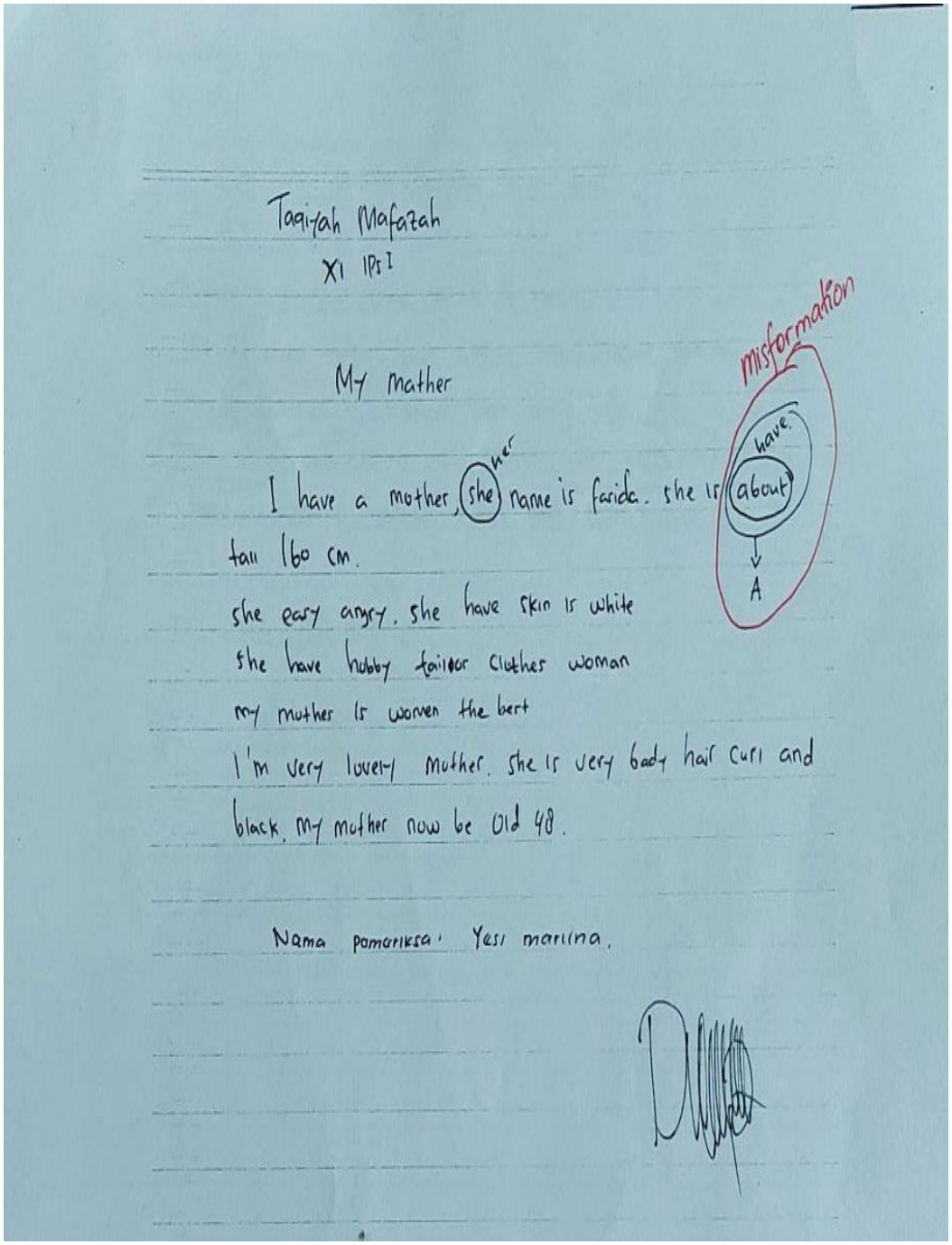
My favorite Girls Band

A-pink is a girls band korea 6 personel
the (A) is [redacted] sonny, hayun, eunjoy, bomi, chorong and naeun
the (a) have Misformation personil is beatiful with black hair and
skin white white skin neon always owing those color white blu blu white colour
[redacted] and always owning house with color clear

Mo

Corection : Nurtsna putri

Peer Number 16



Taqiyah Mafazah
XI IPS I

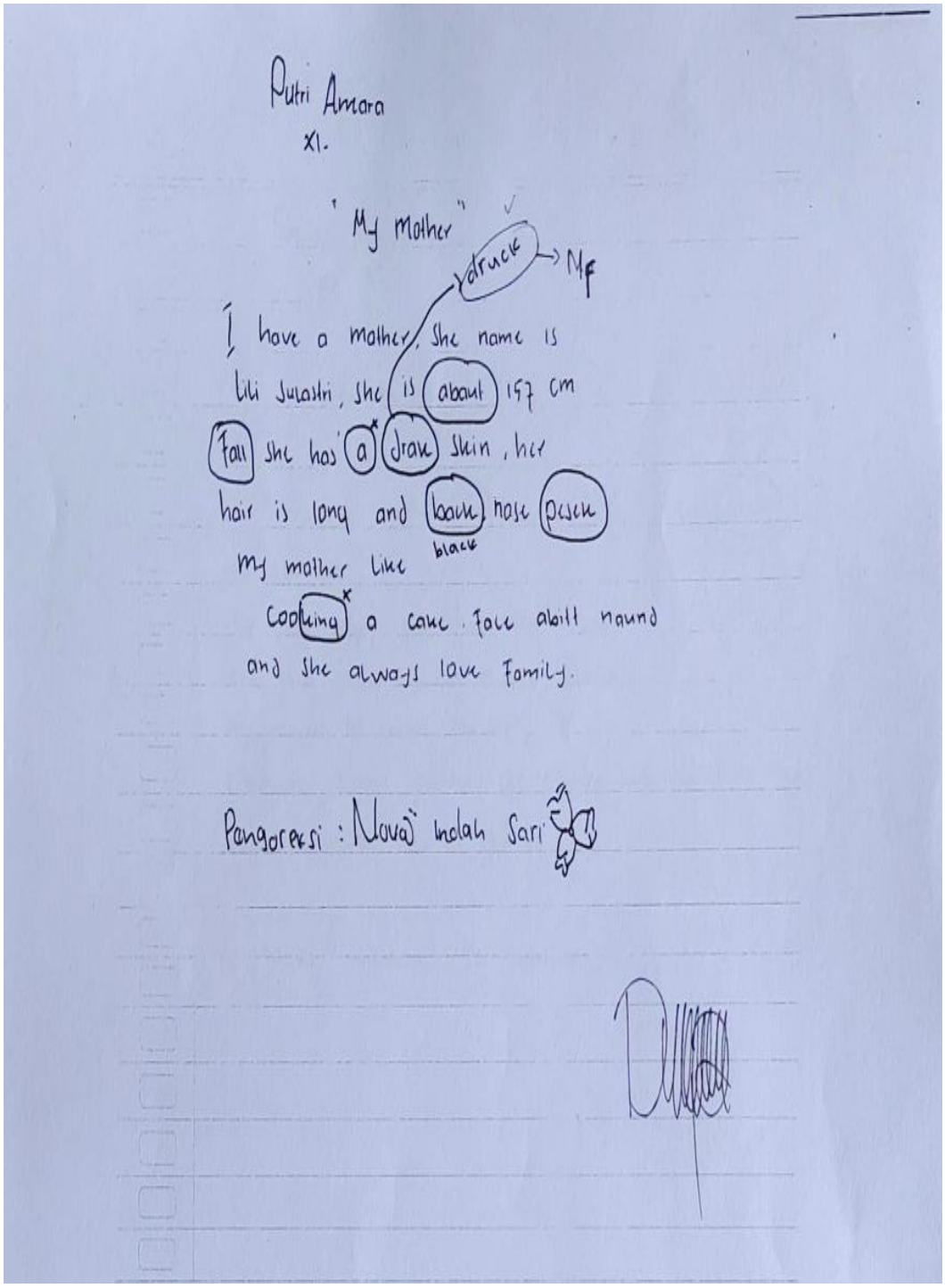
My mother

misformation
have
about
A

I have a mother, she (her) name is farida. she is
tall 160 cm.
she easy angry. she have skin is white
she have hobby tailor clothes woman
my mother is women the best
I'm very lovely mother. she is very bady hair curl and
black. my mother now be old 48.

Nama pemeriksa: Yesi marlina.

Peer Number 17



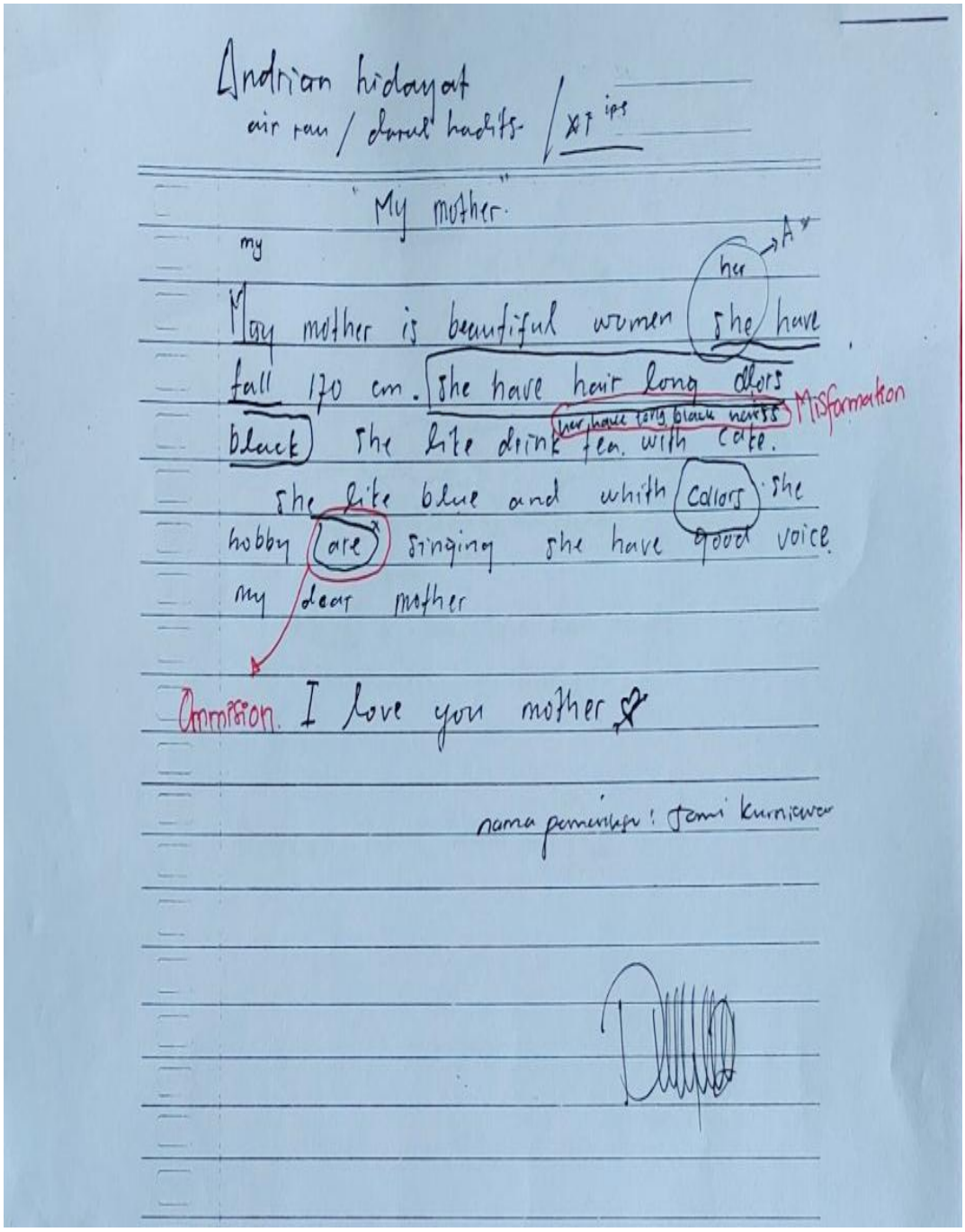
Putri Amara
XI.

"My Mother"

I have a mother. She name is Lili Sulastri. She is about 157 cm tall. She has a dark skin, her hair is long and black. Nose pesek. My mother like cooking a cake. Face abill naund and she always love family.

Pengoreksi : Nova (Indah Sari)

Peer Number 18



Andrian hidayat
air rau / dasar hadits / XI ips

"My mother."

my

My mother is beautiful women she have
her → A*
tall 170 cm. She have hair long ~~colors~~
black) She like drink tea. with cake.
her have long black hairs → Misformation

She like blue and whith colors. She
hobby (are) singing she have good voice.
my dear mother

Ommision. I love you mother ♡

nama pemeriksa : Jemi kurniawan

APPENDIX IV

DOCUMENTASI












vivo X60 · ZEISS


Terima Kasih
UNTUK
TIDAK MEROKOK
DI RUANGAN INI
PROMKES
ZEISS


ZEISS


Terima
UNTUK
TIDAK MERO
DI RUANGAN
PROMKES
X60 · ZEISS


PROMK
vivo X60 · ZEISS

APPENDIX V

SURAT PENUNJUKAN PEMBIMBING

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II : Jalan Gurun Aur Kubang Putih Kab.Agam - Sumatera Barat - Telepon / Fax : (0752) 22875
Website : www.ftik.iainbukittinggi.ac.id | e-mail : ftik@iainbukittinggi.ac.id

14 Juni 2021

Nomor : B- 067/In.26.1/PBI/PP.00.9/06/2021
Lamp. : 1 (Satu) exp. Proposal Skripsi
Hal : **Surat Penunjukan Pembimbing**

Kepada Yang Terhormat :
Bapak/ Ibu Hilma Pami Putri,M.Pd

di-
Tempat

Assalamu'alaikum wr. wb.
Dengan hormat, sesuai dengan usulan pembimbing yang diajukan oleh mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAIN Bukittinggi, maka dengan ini diminta kesediaannya sebagai pembimbing skripsi mahasiswa atas nama :

Nama	:	**Fauziah Putri**
NIM	:	2317.049
Judul Skripsi	:	Analysis of Written Peer Feedback Strategy on Students' Writing at Pondok Pesantren Darul Hadits Air Rau Kinali.
Pembimbing	:	Hilma Pami Putri,M.Pd

Demikian surat ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum wr. wb.

Ketua Program Studi PBI

Loli Safitri,M.Pd
NIP. 198805282015032003

APPENDIX VI

SK PEMBIMBING

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI
Nomor : B-5128/In.26.1/HK.00.5/12/2021

TENTANG
PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PRODI PENDIDIKAN BAHASA INGGRIS FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN BUKITTINGGI

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI

Membaca : Berita Acara Seminar Proposal Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Bukittinggi an **Fauziah Putri, NIM. 2317.049** tanggal 10 Desember dan Surat permohonan dari yang bersangkutan tanggal 30 Desember 2021 perihal permohonan penerbitan SK Pembimbing Skripsi;

Menimbang : a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Institut Agama Islam Negeri (IAIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing;

: b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing Skripsi;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859);
3. Peraturan Presiden Nomor 181 Tahun 2014 tentang PerubahanSekolah Tinggi Agama Islam Negeri BukittinggimenjadiInstitut Agama Islam Negeri (IAIN) Bukittinggi;
4. Peraturan Menteri Agama Nomor 12 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Bukittinggi yang telahdiubahmenjadiPeraturan Menteri Agama nomor: 52 Tahun 2017;

MEMUTUSKAN:

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan ***"Error Analysis of Written Peer Feedback Strategy on Students' Writing Task at Pondok Pesantren Darul Hadist Air Rau Kinali "***

KEDUA : Menunjuk Saudara :

Nama	**: Hilma Pami Putri, M.Pd**
NIP	: 198605112015032003
Pangkat/Gol.Ruang	: III/b
Jabatan	: Asisten Ahli
Bidang Keahlian Pokok	: Pendidikan Bahasa Inggris
Sebagai Dosen	: PEMBIMBING

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

Ditetapkan di Bukittinggi
Pada tanggal : 30 Desember 2021

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Dr. ZULFANI SESMIARNI, M.Pd
NIP.198109232005012005

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APPENDIX VII

SURAT IZIN PENELITIAN

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus I : Jalan Pannjauan Garegeh Bukittinggi - Kampus II : Jalan Gurun Aur Kubang Putih Kabupaten Agam - Sumatera Barat - Telpon / Fax : (0752) 22875
Website : ftik.iainbukittinggi.ac.id | E-Mail : ftik@iainbukittinggi.ac.id

Nomor : B-05124/In.26.1/PP.07/12/2021 Bukittinggi, 30 Desember 2021
Lamp :1 (Satu) rangkap
Hal :Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu .....

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini :

Nama	:	**FAUZIAH PUTRI**
NIM	:	**2317049**
Semester	:	9
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	***Error Analysis of Written Peer Feedback Strategy on Students' Writing Task at Pondok Pesantren Darul Hadist Air Rau Kinali***
Lokasi Penelitian	:	Pondok Pesantren Darul Hadist Air Rau Kinali
Waktu	:	Januari 2021 s/d selesai

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

DEKAN,

Dr. ZULFANI SESMIARNI, M.Pd.
NIP.198109232005012005

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APPENDIX VIII

SURAT TELAH MELAKUKAN PENELITIAN

MADRASAH ALIYAH SWASTA DARUL HADITS
JL. Lintas Simpang Empat – Manggopoh, Air Rau, Kenagarian Enam Koto Selatan
Kec. Kinali, Kab. Pasaman Barat, Provinsi Sumatera Barat
Akreditasi "B" Kode Pos 26367

SURAT KETERANGAN
Nomor : 001/MAS-DH/ I / 2022

Yang bertanda tangan di bawah ini :

Nama	: RIDO RISKO, S. Ag
Nip.	: -
Jabatan	: Kepala Madrasah
Satuan Kerja	: MAS Darul Hadits
Alamat	: Komplek Pondok Pesantren Darul Hadits, Air Rau, Kec. Kinali

Dengan ini menerangkan Bahwa :

Nama	: Fauziah Putri
NIM	: 2317049
Judul Skripsi	: Error Analysis of Written Peer Feedback Strategy on Students' Writing Task at Pondok Pesantren Darul Hadist Air Rau Kinali
Fak. / Jurusan	: FTIK / Pendidikan Bahasa Inggris
Universitas	: IAIN Bukittingi

Adalah benar telah melakukan peneliti dalam rangka penulisan skripsi yang berjudul **Error Analysis of Written Peer Feedback Strategy on Students' Writing Task at Pondok Pesantren Darul Hadist Air Rau Kinali** sejak tanggal 03 Januari sampai dengan 21 Januari 2022.

Demikian Surat Keterangan ini dibuat, untuk dapat digunakan sebagaimana mestinya.

Kinali, 22 Januari 2022
Kepala MAS Darul Hadits

RIDO RISKO, S. Ag

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APPENDIX IX

SURAT PERMOHONAN VALIDASI

PERMOHONAN VALIDASI

Kepada Yth,

Bapak/ Ibu

di-

Tempat

Assalamu'alaikum Wr. Wb

Saya yang bertandatangan dibawah ini:

Nama	: Fauziah Putri
NIM	: 2317.049
Fakultas/ Prodi	: FTIK/ PBI
Judul Skripsi	: Error Analysis of Written Peer Feedback Strategy on Students' Writing Task at Pondok Pesantren Darul Hadist Air Rau Kinali
PEMBIMBING	: Hilma Pami Putri, M.Pd

Dengan ini mengajukan permohonan kepada Bapak/Ibu, sekiranya Bapak/Ibu berkenan melakukan validasi instrument yang saya susun.

Demikianlah permohonan ini diajukan kepada Bapak/Ibu, sekiranya Bapak/Ibu dapat mengabulkannya. Atas pertimbangan Bapak/Ibu terlebih dahulu, saya ucapkan terima kasih.

Bukittinggi, 30 Desember 2021

Mengetahui,
Ketua Prodi

Loli Safitri, M.Pd
NIP. 19880528 201503 2 003

Pemohon,

Fauziah Putri
NIM. 2317.049

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APPENDIX X

SURAT PERNYATAAN VALIDASI

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Dr. Jhoni Alfino,M.Pd

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama Fauziah Putri dengan nim 2317.049 dengan judul "Error Analysis of Written Peer Feedback Strategy on Students' Writing Task at Pondok Pesantren Darul Hadist Air Rau Kinali" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Padang, 5 Januari 2022
Validator



Dr. Jhoni Alfino.,M.Pd
NIK. 1004056802

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LEMBAR VALIDASI INSTRUMEN

ERROR ANALYSIS OF PEER FEEDBACK STRATEGY ON STUDENTS' WRITING ABILITY AT PONDOK PESANTREN DARUL HADIST AIR RAU KINALI

Judul Penelitian	: Error Analysis of Written Peer Feedback Strategy on Students' Writing Task at Pondok Pesantren Darul Hadist Air Rau Kinali
Fakultas/ Jurusan	: Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris
Petunjuk	:

1. Untuk memberikan penilaian terhadap instrument "Error Analysis of Peer Feedback Strategy on Students' Writing ability at Pondok Pesantren Darul Hadist Air Rau Kinali" Bapak/Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   - 0 : Tidak Valid
   - 1 : Kurang Valid
   - 2 : Cukup Valid
   - 3 : Valid
   - 4 : Sangat Valid
3. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
   - A : Dapat digunakan tanpa revisi
   - B : Dapat digunakan dengan sedikit revisi
   - C : Dapat digunakan dengan revisi sedang

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D : Dapat digunakan dengan banyak revisi

E : Tidak dapat digunakan

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Isi Soal						
	a. Kebenaran Soal					✓	
	b. Soal Mengacu pada KD					✓	
	c. Soal mudah diukur					✓	
	d. Soal menggunakan kata-kata operasional					✓	
3	Bahasa yang digunakan						
	a. Kebenaran tata bahasa					✓	
	b. Kesederhanaan struktur kalimat					✓	

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadapinstrument Error Analysis of Peer Feedback Strategy on Students' Writing ability at PondokPesantren Darul Hadist Air Rau Kinali	✓				

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C. KOMENTAR/ SARAN

.....
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.....
.....
.....
.....
.....
.....
.....

Padang, 5 Januari 2021
Validator

Dr. Jhoni Alfino, M.Pd
NIK. 1004056802

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SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : **Dr. Afdaleni, M.Pd. M.Pd**

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama Fauziah Putri dengan nim 2317.049 dengan judul "Error Analysis of Written Peer Feedback Strategy on Students' Writing Task at Pondok Pesantren Darul Hadist Air Rau Kinali" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 08 Januari 2021
Validator



Dr. Afdaleni, M.Pd. M.Pd

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LEMBAR VALIDASI INSTRUMEN

ERROR ANALYSIS OF PEER FEEDBACK STRATEGY ON STUDENTS' WRITING ABILITY AT PONDOK PESANTREN DARUL HADIST AIR RAU KINALI

Judul Penelitian : Error Analysis of Written Peer Feedback Strategy on Students' Writing Task at Pondok Pesantren Darul Hadist Air Rau Kinali

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

1. Untuk memberikan penilaian terhadap instrument "Error Analysis of Peer Feedback Strategy on Students' Writing ability at Pondok Pesantren Darul Hadist Air Rau Kinali" Bapak/Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   1 : Tidak Valid
   2 : Kurang Valid
   3 : Cukup Valid
   4 : Valid
   5 : Sangat Valid
3. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
   A : Dapat digunakan tanpa revisi
   B : Dapat digunakan dengan sedikit revisi

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C : Dapat digunakan dengan revisi sedang

D : Dapat digunakan dengan banyak revisi

E : Tidak dapat digunakan

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Isi Soal						
	a. Kebenaran Soal				✓		
	b. Soal Mengacu pada KD				✓		
	c. Soal mudah diukur				✓		
	d. Soal menggunakan kata-kata operasional				✓		
3	Bahasa yang digunakan						
	a. Kebenaran tata bahasa				✓		
	b. Kesederhanaan struktur kalimat				✓		

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument Error Analysis of Peer Feedback Strategy on Students' Writing ability at Pondok Pesantren Darul Hadist Air Rau Kinali		✓			

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C. KOMENTAR/ SARAN

Pastikan penggunaan tata tulis dan bahasa yg tepat.

Bukittinggi, 08 Januari 2021
Validator



Dr. Afdaleni, M.Pd. M.Pd

Dipindai dengan CamScanner

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Ferdina Eka Desi, S.Pd

Jabatan : Guru

Dengan ini menyatakan bahwa mahasiswa yang bernama Fauziah Putri dengan nim 2317.049 dengan judul "Error Analysis of Peer Feedback Strategy on Students' Writing ability at Pondok Pesantren Darul Hadist Air Rau Kinali" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Kinali, 12 januari 2022
Validator



Ferdina Eka Desi, S.Pd

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LEMBAR VALIDASI INSTRUMEN

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

Judul Penelitian : Error Analysis of Written Peer Feedback Strategy on Students' Writing Task at Pondok Pesantren Darul Hadist Air Rau Kinali

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

1. Untuk memberikan penilaian terhadap instrument "Error Analysis of Peer Feedback Strategy on Students' Writing ability at Pondok Pesantren Darul Hadist Air Rau Kinali" Bapak/Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   - 0 : Tidak Valid
   - 1 : Kurang Valid
   - 2 : Cukup Valid
   - 3 : Valid
   - 4 : Sangat Valid
3. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
   - A : Dapat digunakan tanpa revisi
   - B : Dapat digunakan dengan sedikit revisi
   - C : Dapat digunakan dengan revisi sedang

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D : Dapat digunakan dengan banyak revisi

E : Tidak dapat digunakan

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Isi Soal						
	a. Kebenaran Soal					✓	
	b. Soal Mengacu pada KD					✓	
	c. Soal mudah diukur					✓	
	d. Soal menggunakan kata-kata operasional					✓	
3	Bahasa yang digunakan						
	a. Kebenaran tata bahasa					✓	
	b. Kesederhanaan struktur kalimat					✓	

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadapinstrument Error Analysis of Peer Feedback Strategy on Students' Writing ability at PondokPesantren Darul Hadist Air Rau Kinali	✓				

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C. KOMENTAR/ SARAN

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Kinali, 12 januari 2022
Validator



Ferdina Eka Desi, S.Pd

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BIOGRAPHY



Name : Fauziah Putri

Nim : 2317049

Place/Date of Birth : Aur Badidik, 23 Mei 1998

Address : Aur Badidik Kinali, Pasaman Barat

Motto : Be the best version of you

Education :

1. TK ABA KINALI
2. SDN O2 KINALI
3. SMP N 03 KINALI
4. SMA N 01 KINALI
5. IAIN BUKITTINGGI