

Student peer feedback analysis on error of inflection and derivational morpheme in essay writing

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ABSTRACT

This study was conducted to analyze how many errors in the use of inflection and derivational morpheme by applying peer feedback to the writing class whether it can help students in the process of analyzing their assignments. This study uses explanatory research in which quantitative and qualitative data, then the data are presented with a percentage diagram, then the result is described. To obtain more detailed information about peer feedback, the researchers conduct interviews, after which the data is transcribed and the results are described. This research was conducted on 4th-semester students with 5 participants. The result of this study shows that students make more errors in using inflection + s with a percentage of 40%, and in derivational morpheme, students make more errors in using adverb suffixes with a percentage of 50%. The result of student's peer feedback shows that the students positive respond apply peer feedback in writing class, the students also agree and strongly agree because the students feel confident, interactive, communicative when discussing with their peers, but also the students need the teacher to motivate and company the students to make more confident with their correction.

Keywords: Peer Feedback; Error Analysis; Essay writing; Derivation and Inflection morpheme.

INTRODUCTION

Learning English becomes one of the important knowledge, Indonesian students are introduced to English since kindergarten and start learning more seriously about English from elementary to senior high school in general. The length of time does not guarantee students are proficient in English material, students' errors on English material are still frequently found. Writing is a difficult skill in English, mastering the ability to write English can be a daunting task for students of English as a foreign language (EFL) (Na Phuket & Othman, 2015). One of the hardest things in writing class is essay writing. An essay is a written expression of someone's thoughts or opinion on a certain topic. Writing an essay is one of the student assignments that requires students to think critically in order to articulate ideas and perspectives being discussed, to write grammatically properly, and to assist expand student vocabulary. (Ariyanti & Fitriana, 2017) reported that Indonesian EFL Student University was errors in using grammar, cohesion, coherence, paragraph structure, choice of word, vocabulary error, and spelling error in essay writing. Choosing the proper language in writing, as well as effective ideas is essential for successful essay writing. Students are still having problems selecting the suitable words, such as relevant affixes to include prefix and suffix, to apply in essay writing.

In the following line, the review put forward by (Sermsook, Liamnimitr, & Pochakorn, 2017) shows that errors that frequently use a punctuation mark, articles, sentence structure, spelling, capitalization, and fragments. (Na Phuket & Othman, 2015) show that the types of errors that often occur, prepositions, choice of word, and punctuation mark errors. The study's findings, as well as the researcher's attempt to examine word choice errors with an emphasis on inflection and derivational morpheme usage on student essay writing products. According to (Ellis, 2013) explain that there are types of errors: a. Presithematic errors occur when students do not know that there are

rules on language or criteria for language. b. Systematic errors occur when students understand the existing rules but these rules have errors. Post-systematic errors occur to students who make mistakes or don't make mistakes even though they already understand the rules.

Error analysis is an approach for analyzing EFL students' written products. Several definitions from the error analysis provided by several researchers (A.Ridha & Salih, 2012) categorize errors according to the next taxonomy: errors in grammar, lexical, semantics, mechanics, and word order. In addition, there are errors in the lack of mastery of tasks in the language process, both oral and written, so that it cannot be understood by a native speaker.

To provide a coherent explanation, it is necessary to report and discuss mistake categorization. (Dulay, Burt, & Krashen, 1981) classify the error into four categories. They are Linguistic category, surface strategy, comparative analysis, and communicative effect. This study focused on analyzing linguistic category classify errors about either of both the language component include phonology (pronunciation) semantic and lexicon (meaning and vocabulary) discourse (style) syntax and morphology (grammar) errors on word-level such as the ability to use morpheme in the essay. For four categories in a linguistic category this study more focused on syntax and morphology analysis the student error using morpheme.

Based on the University course, students learn about the types of writing genres. One of the genres is essays, students must master essay writing to train students to think critically in expressing ideas, pouring opinions, training students' abilities in using grammar, composing paragraphs, and choosing the right words when writing. (Oshima & Hogue, 2007) stated that an essay is long writing, the arrangement is made in more detail, and the topic of discussion is highly emphasized. The author explains that the composition of the essay is the same as paragraph structure, and the essay has three parts, namely an introduction, body, and conclusion. Morphology is the linguistic part (the main part of grammar) that discusses the structure of words, especially those related to morphemes, which are the smallest language units. According to (Carstairs-Mccarthy, 2002) descriptive linguistics is related to the structure of language. This deals with wording that involves morphemes. Morphology, particularly derivational affixes, is essential for supporting communication in both spoken and written English. Morphological skills also have a role in writing skills. (McCutchen & Stull, 2015) reported that morphological knowledge not only helps children spell in the writing process but also helps children generate words and understand morphological rules in the process of making sentences. (Northey, Mccutchen, & Sanders, 2016) showed that morphological knowledge plays an important role in writing, as explained earlier in reading and spelling. Following this statement, students still have difficulty using vocabulary in oral or written communication. Some resources point out (Saud, 2018) vocabulary knowledge is one of the important content in language learning, and limited vocabulary and inaccurate vocabulary selection are the main problems in communication. Therefore, this research aims to examine the abilities of students and whether undergraduates have good inflections and the ability to use derived morphemes in composition.

Starting from the phenomenon, one of the ways to make students interested in describing their quality knowledge in writing class. In this study, the author uses student peer feedback to help students use inflections and derivation morphemes correctly. Several studies suggest that English teachers apply peer feedback as an activity in teaching EFL writing that leads to the writing ability of students (Kusumaningrum Rizki, Yudi Cahyon, & PrayogoJohannes, 2019). (Balderas, María, & Cuamatzi, 2018) peer feedback is seen that the students give feedback to their partners well, and are mutually respectful. This attitude allows students to see whether their corrected results are right or wrong. Even though the results of peer feedback are still found, there is something wrong, the student can still ask for an explanation from the teacher to get the correct assessment, (Gielen, Lies, Filip, & Stijn, 2010) explain the advantages of peer-feedback as

1. Peer feedback will increase the responsibility of students to do assignments well.
2. Research in tertiary institutions shows that students usually understand more about peer feedback to help understand the material.

3. The opinion that supports peer feedback is that it will increase students' understanding of the feedback.
4. Peer feedback is more effective. Since teacher feedback is usually not immediately acceptable to students, feedback is usually until the teacher continues learning on the next topic.
5. Peer feedback will be part of improving the quality of the feedback.
6. The advantage that can be achieved is the adjustment of learning feedback. If the teacher provides frequent additional feedback at appropriate times. Usually also set together. However, collective feedback cannot be answered, personal wishes, and provide the opportunity to interact with each other as usual as individual feedback. In addition, students usually do not indicate that they do not understand the results of the feedback, and are not willing to ask questions. Peer feedback makes students more interactive. make it easier for teachers to interact with students so that teachers and students easily understand the results of corrections
7. The next opinion is feedback with problems of ability, emotion, and identity. Learners may hide their incapacities and doubts from the teacher, making it easy for teachers to spot the disabilities of students. Feedback usually can be an alternative where students can open up and discuss each other.

The result of the previous study presented that discussing errors made by students can be an alternative to help students write better. Therefore, the process of analyzing the errors of students can be an interesting topic to discuss in research. One of the studies (Nuruzzaman, Islam, & Shuchi, 2018) is an analysis of the errors made by ESL learners in their research. The analysis of error made by non-English Saudi students in writing paragraphs in English show most errors are in-class comments are on linguistics, sentences preparation, vocabulary, semantics, verb tense, subject-predicate, punctuation mark, and capitalization. Similar scholars in analysis (Na Phuket & Othman, 2015) wrote about Understanding EFL Students' Errors in Writing in Thai university students, and found that such errors occurred in; the wrong form of the verb; pronouns (omission, addition, or wrong choice); pronoun: improper use; prepositions (omission, addition or wrong choice); article; noun; adjective (position); adjective (comparison); conjunctions; infinitives and gerunds; subject-predicate; sentence fragments.

In addition, in Thailand (Watcharapunyawong & Usaha, 2013), it analyzed writing errors caused by interference of the Thai language in three writing types: narrative, description, and comparison/contrast. The results show that there are 16 types of errors, namely verb tense, word choice, syntax, article, preposition, modality/particle, singular/plural kind, fragment, verb form, pronoun, sentence, infinitive/gerund, transition, subject-verb agreement. , parallel structures, and comparative structures. (Gayo & Widodo, 2018) An Analysis of Morphological and Syntactical Errors on the English Writing of Junior High School Indonesian Students shows that the errors found in Indonesian middle school students' English writing are mainly reflected in the two levels of morphology and syntax. Morphology includes derived morphemes, inflectional morphemes, prepositions, articles, copulas, personal pronouns, auxiliary verbs, demonstrative determiners, and the syntactic level includes tense, passive voice, noun phrases, auxiliary verbs, subject-predicate agreement, and demonstrative determiners

In another attempt, (A.Ridha & Salih, 2012) investigated errors in English essay writing from Iraqi EFL students. The conclusion is that the errors are classified as follows: grammar, vocabulary, semantics, sentence structure. Additionally (Carrio-Pastor & Mestre-Mestre, 2013) the study of lexical errors in second language scientific writing: some conceptual implications in the Universitat of Politecnica de valencia. The results show that the most common mistake is the choice of words by non-native speakers. English speakers with intermediate to advanced English (B2) levels have trouble finding conceptual similarities and objects, even if they have sufficient grammatical skills to communicate.

The learner's native language and insufficient understanding of paragraph writing, as well as the choice of words that produce effective writing, are the primary sources of mistakes. As a result,

students suffer when required to write in English. Analyzing students' writing errors can also enable students improve their English writing skills. Learning about writing and errors made by students is also related to important feedback in the writing process that can lead students to improve writing performance. Peer feedback is considered important because students may be able to learn from peers as well. According to (Huisman, Saab, van Driel, & van den Broek, 2018) research on peer feedback on academic writing: the role of undergraduate student peer feedback, peer feedback perceptions and essay performance at universities in the Netherlands found that peer feedback elevated their writing to the same degree shows that the implementation of this activity has a good impact on both students who receive comments and those who provide comments, additionally, (Balderas et al., 2018) study about self and Peer Correction to Improve College Students' Writing Skills students of the fifth semester of the B.A. in language teaching at UATX in Mexico concluded that peer correction is evidence that when students provide feedback to their partners, they will finish in a relaxed and respectful manner so that there is an opportunity for them to verify and discuss whether what they are correcting is right or wrong, (Nguyen, 2018) in her study in Thai university students these findings indicate the effectiveness of this combined feedback in terms of students' positive attitudes towards it, the benefits of peer reviews providing feedback, and the appropriate scores for student writing.

The purpose of this study is to analyze errors of inflection and derivational morpheme throughout essay writing made by undergraduate students, as well as to learn about the students' perspectives on using peer feedback to explore errors of inflection and derivational morpheme in essay writing at the English Education program.

METHODS

To conduct this research, researchers used a mixed-method to collect data and information that would help the research objectives. Using explanatory sequential, this way using two stages, researchers put quantitative data in the first stage, analyzing the results, and then using the results to plan or develop to the second stage, namely quality (CRESWELL, 2014). The data was collected in students' fourth semester consists of 5 participants, The researcher asks students to make essays with a predetermined theme, the researcher gives the students argumentative writing tests to support the data collection. There were two themes in the writing test and students choose one of them, students write 250-300 words in 1hour @90 minutes.

Then students exchange the essay results with their friends and students analyze whether their friends have errors in the use of inflections and derivations. After that, to observe the effectiveness of the application of student peer feedback, researchers conducted interviews with the students. After that students gave feedback to their partner and analyze the error in using inflection and derivational morpheme. The most important technique for collecting data is checking, verifying the accuracy of the data through observation. At this stage, the researcher uses an interview guide approach that can improve the accuracy of the data. At this stage, after the researcher obtained the student error analysis data, the researcher interviewed to obtain data about the student's opinion about peer feedback that was applied to the essay writing class. Researchers followed up interviews with students to verify and support the data found. The interview guidelines conclude five questions, These interviews were conducted in person and online. Then the data can be transcribed, coded and analyzed, and present in the description. In presenting this data, the author the name of the participants to initials (Widodo, 2014).

RESULTS AND DISCUSSION

To find out the total errors made by students, the following are presented in the table and diagram below:

Tabel 1. The result of students' inflection error.

No	Data Error	Data 1	Data 2	Data 3	Data 4	Data 5	Data 6
1	Inflection noun + s	3	8	1	0	7	11
2	Inflection noun + es	0	0	0	1	0	0
3	Inflection noun + ed	0	4	0	1	0	0
4	Inflection verb + s	5	0	2	1	3	0
5	Inflection verb + ing	0	14	0	1	0	4
6	Inflection verb + ed	0	0	0	0	0	4
7	Inflection adjective	0	1	0	0	0	2
8	Preposition	1	0	0	0	0	0
9	Inflection pronoun + s	0	0	0	0	1	0

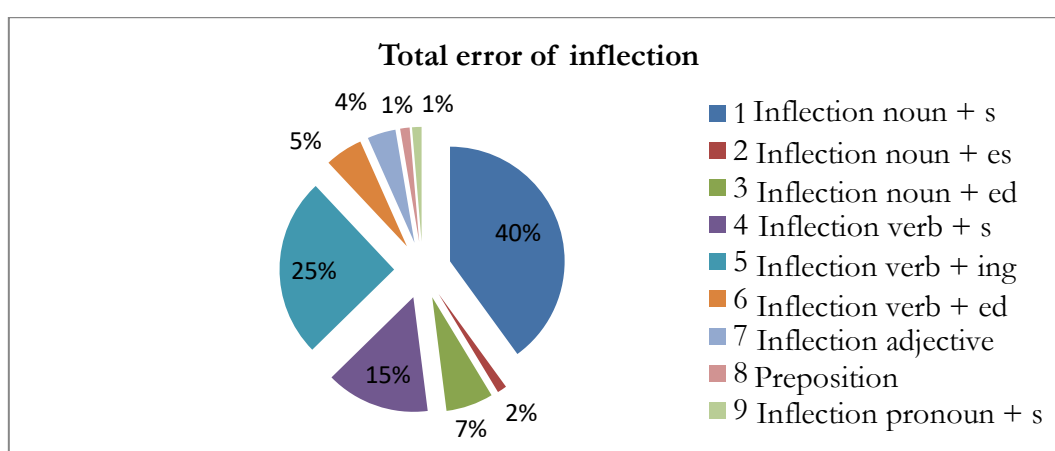


Figure 1. The total error of inflection.

From the diagram above, it can be seen that many students make an error in the use of inflection noun+s with a percentage of 40%, the most errors can also be seen in the use of inflection verb+ing with a percentage of 25%. Total error at diagram above also shows that 2% error in use inflection noun + es, 7% error in use inflection noun + ed, 15% indicated error in use inflection verb + s, 5% error in use inflection verb + ed, 4% error in use inflection adjective, 1% error in use preposition, 1% error in use inflection pronoun + s.

Tabel 2. The result of derivation error.

No	Data Error	Data 1	Data 2	Data 3	Data 4	Data 5	Data 6
1	Adverb suffixes	0	2	1	0	0	2
2	Noun suffixes	0	0	1	0	0	0
3	Adjective suffixes	0	0	0	0	0	1
4	Misunderstanding using affixation	0	1	2	0	0	0

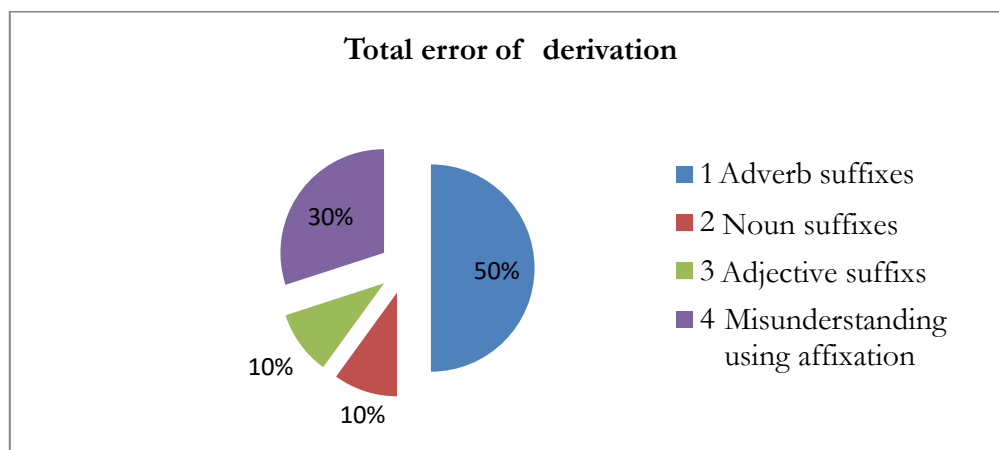


Figure 2. The total error of derivation.

The percentage diagram of the total error in using derivation shows that students make many errors in adverb suffixes with a percentage of 50%. The other errors are the use of noun suffixes 10%, and 10% on the use of adjective suffixes, and students indicate misunderstanding in using affixation 30%.

Students Peer feedback Perception.

The results showed that almost all students have a positive opinion after doing peer feedback, and one answer indicated that they also still need the teacher correction to make sure in their result of the correction, but they feel enjoy when doing peer feedback.

Discuss students' opinions when their writings are read by their friends; findings showed that some students are not confident when their essays are read by their friends; they assume the essays are not sufficient.. However, some students feel comfortable when their essays are read by friends because they can get new ideas, such as getting new vocabulary and being able to train them to think critically, which can improve linguistic skills in students' writing as found by (Lin & Chien, 2009).

"I feel anxious[anxiety] because I'm not confident about my writing skills" (Nana)

"Actually, I fell shy [lack of confidence]when my classmate read my essay, because I aware my essay not exactly. Maybe there many mistakes in my essay because I never write an essay when I am in junior high school or senior high school. But, in college, I should learn to write an essay [student's writing skill]." (Nina)

"Me and my friends will think extra and read every sentence in critical correction[stimulate]. At least we can try to know which one is true and which one is false even though not all from the false words."[knowledge retention] (Toni)

"I lack confidence[uncomfortable] when classmates read my writing" (Rara)

"I think it is nevermind [comfortable] because we can know the writing result about our friends and we can compare it with own writing result." (Riri)

Discuss how students think when they make feedback on their friends' essays. The data shows that the students who feel comfortable when giving feedback to their friends feel they can get new ideas from the results of reading the essay. Some students feel insecure to give feedback to their friends, feel confused if there are errors in sentences. So it appears that some students are less motivated to do this activity, this is because students feel they have not received enough material so they feel lack mastery of the material and lack confidence in friends' corrections. Therefore the teacher can give an understanding of the importance of giving feedback as found by (Huisman, Saab, Van Driel, & Van Den Broek, 2020).

"I feel excited[comfortable] because I can read my friend's essay and found a new idea from different perspective." (Nana)

"When I make feedback to my friend's essay, I feel confused because there are several mistake in my friend's essay. Sometimes, the sentence not exactly and I think same with my essay, there are many mistakes [knowledge retention]." (Nina)

"I feel I am just like my teacher who always correct every false word but the difference is my teacher always true with their correction whereas I'm still not sure [knowledge retention] whether my correction is right or wrong" (Toni)

"Lack of confidence[insecure] because my writing is still not correct" (Rara)

"I feel enjoy [comfortable] to do it" (Riri)

Discuss students' opinions in peer feedback and teacher feedback. Some students show that peer feedback is a good activity, train them to be communicative because students can think critically about what they read. while the students said they were more comfortable and believed in the teacher's feedback, students feel can gain deeper knowledge, because the teacher's feedback is considered the most correct, the teacher has mastered the material and always gives good advice as said by(Smith, 2017).

More effective [a good activity] than teacher feedback, because the students will more understand about the materials essay writing." (nana)

"My opinion about peer feedback, I think this is one of the best way to correct student's task. Peer feedback gives occasion for one student to other students to give peer feedback about friend's task[interactive]. And I think teacher's feedback also best way to teach writing in class. Teacher's feedback gives occasion for teacher to correct student's task, students could know where their mistake especially in writing class [knowledge retention]." (Nina)

"I think peer feedback is good to apply because train students' to critical thinking but it must be accompanied by the teacher because feedback from students is not necessarily correct. While the feedback from the teacher is good, but students do not hone their feedback skills [knowledge retention]." (Toni)

"I feel happy [comfortable]when teachers provide feedback on my writing, and I feel embarrassed[lack of confident]when classmates read my writing." (Rara)

"In my opinion, both of them has a different value for a students [students' prsperspective]. Because I think most of students often want not give a feedback question if they get feedback from the teachers [students communication]. It is contrary if they getting it from their classmate, between of them be able to create discussion deeply [interactive] if there is something not understanding about their correction" (Riri)

In this section students show that they are enthusiastic if peer feedback is applied in the writing class, this is felt to make the class more communicative, students can have more serious discussions in understanding the material. train to be communicative because students can think critically and understand what they read. This activity feels effective and becomes a new learning experience, while some students argue feedback from friends are still not correct because their ability to master the material is still lacking, peer feedback activities must also be accompanied by teachers to make students confident as found (Lin & Chien, 2009).

"It is good if peer feedback applied in writing class[efecctiveneess], but the teacher should guide students[teacher motivation] so that they are not mistakes while doing it." (nana)

"I think it's good and maybe this became good way to teach writing skills [inclanation]. The role of peer feedback applied in writing classes gives occasion for one student to other students to correct and gives feedback for friend's tasks especially essay, their friend could know their mistakee." (Nina)

"This method will form a communicative class to convey each student's understanding and opinion of the material[improve students skill]" (Toni)

"I feel happy when teachers provide feedback on my writing[comfortable], and I feel embarrassed when classmates read my writing[uncomfortable]" (Rara)

"I think it is can be something new in writing class and it is can be effective because the corrector be expected to understand about the point of the needed to correctio."[inclanation] (Riri)

This section shows whether students agree if peer feedback is applied in the writing class. Students said that they strongly agree because can get new idea to increase students knowledge, and some students agree but they need a teacher to motivate and accompany them so that they are more confident. It is felt that feedback from the teacher also have a good effect on student peer feedback activity as said by (Lin & Chien, 2009)

"Agree, but the teachers are required to explain how to do peer feedback well and guide students while doing it[teacher motivation]" (Nana)

"I agree if peer feedback applied in writing class[inclanation]." (Nina)

"Absolutely I agree. It will increase level of how can students understand to the material and how do students apply the material to the cases at hand [knowladge retention]" (Toni)

"I agree [inclanation]it's just that I still lack confidence when my writing is read by other people because my writing is still not perfect[insecure]." (Rara)

"Based on my answer above, I think agree with this treatment if it is applied in writing class [inclanation]." (Riri)

Based on the results of the research reported that about the students made errors in inflection and derivation. The data by students analysis revealed that 40% of students made many errors in inflection noun+s, however in the derivation error indicate 50% of students made an error in adverb suffixes, on the data above also indicated that the students misunderstanding in using affixation, where it can be seen that students still do not understand the use of affixes in every word. The study by (A.Ridha & Salih, 2012) found that similar finding the errors were categorized in line with the subsequent according to the following taxonomy: grammatical, lexical, semantic, mechanics, and ordination varieties of error. Furthermore (Gayo&Widodo, 2018) the finding showed that the errors found in students' English writing consist of two issues there are morphological and syntactical levels. The morphological includes derivation morpheme, inflection morpheme, preposition, article, copula be, personal pronoun, auxiliary verb, and demonstrative determiner, while the syntactical level includes tense, passive voice, noun phrase, auxiliary, subject-verb agreement, and demonstrative determiner. In addition (McCutchen& Stull, 2015) pointed out that to facilitate the production of complex morphological forms and accurate spelling, morphological awareness may also help young writers with word construction, perhaps a distinct text generation skill resulting from interactions between words and sentence level processes.

In line with the research finding(Qasem, Asaad, & Shabdin, 2020)The findings showed that the participants made more morphological-related errors than morphological-unrelated errors. These morphological-related errors may occur because the students misunderstand the morphological rules, probably because of their confusion, overgeneralization, and lack of awareness of the role of morphology in reducing these errors. Therefore, the students are recommended to increase their morphological awareness.

The next discussion about the role of peer feedback in students analysis error on essay writing the data from the analysis concluded that the students think the peer feedback gives them to enjoy, be confident, and be more active in the class similar research finding by(Huisman et al., 2018) found that peer feedback providers and receivers improve their writing to similar degrees suggests that the educational mechanisms concerned in these different activities are equally beneficial. Similarly (Gielen et al., 2010) stated that Peer feedback will increase the social pressure on a student to perform well on an assignment, research in higher education shows that students usually understand peer feedback as a lot of understanding and more helpful.

In other opinions, the students feel lack of confidence when they are making corrections to their classmates because students feel a lack of mastery of the material as said (Tehrani, 2018) some students may consider teacher's written feedback the most effective method to increase the quality of their writing and they also like teacher feedback probably because they believed that their teachers had more knowledge and in this way, they can provide correct feedback than their peers. Therefore, the teachers must provide understanding to students that peer feedback is to train them to think critically and discuss in understanding the material and does not contribute to their final grade.

On the other students perceived that peer feedback and teacher feedback have a different impact on students' attitudes. When the teacher gives the feedback the student difficult to deliver the feedback questions to the teacher, and if the students do the peer feedback, they are can make a deeper discussion to understand the materials. Surprisingly the student agrees with the peer feedback applied in writing class, the student can more communicative in the class to discuss the materials, and the student thinks still need the teacher to help when the students are confused when correcting the essay. As a result of these findings, the students were enthusiastic about peer feedback applied in writing class, the student felt more enjoy discussing with their peers, even though the students also need the teacher to guide them when felt confused with their materials, and to make students more confident to give a correction to their classmate, In line with the research findings, (Lin &Chien, 2009) In this study, it was also found that peer feedback could not completely replace teacher correction, even though students were often not confident when they got comments from the teacher. Therefore, peer feedback and teacher feedback are important in the writing class.

CONCLUSION

The researcher concluded that the most frequent errors made by students in writing essays were errors using affixes, adverb suffixes 50%, noun suffixes 10%, and adjective suffixes 10%, and 30%of students had a misunderstanding in using affixation. The researcher concluded that the most frequent error made by students in writing an essay was an error using affixes, many students indicate made errors in using inflection + s with a percentage of 40% The students' perception of applying students peer feedback in essay writing is diverse. The perception can be categorized into students agree, students strongly agree. On the other hand, the teacher must continue to accompany students when carrying out students' peer feedback activities. So that students are more confident in carrying out these activities. Therefore, Students should learn more at the linguistic level about inflection and derivational morphemes, and students should focus more on learning how to add affixes to root words, and understanding word classes because this is an important aspect of the English language, especially writing skills. Furthermore, we can know the students' peer feedback became an interesting strategy to help students in writing class. Mostly, the student feel enjoy and feel more communicative when they can correct and discuss with their peer. Furthermore, the teacher must be guiding the students in peer feedback activity to make the student more confident when giving them feedback, also when the student determines what the correct one is and what the wrong one is.

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