

**REPETITIVE ERRORS ON STUDENT'S REVISED WRITING
OF ENGLISH TEACHER EDUCATION DEPARTMENT
OF UIN SUNAN AMPEL SURABAYA**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
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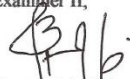
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ABSTRACT

Wicaksono, Fikry Aji. (2019). *Repetitive Errors on Student's Revised Writing of English Teacher Education Department of UIN Sunan Ampel Surabaya*. A thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: Dr. Siti Asmiyah, M.TESOL Advisor II: Hilda Izzati Madjid, M.A

Key Words: *repetitive error, grammar, feedback, revised writing.*

EFL students may face many challenges in applying the rules of grammar in writing such as making errors on their writing and they are not aware how to write well using good grammars and build coherence. This makes them repeat the same error in their revised writing even though they have received feedback from the teacher. This qualitative research is investigates the repeated errors made by the students in their revised writing after being given feedback by the teacher and to explore causes of the students repeated errors in their revised writing. The participants were 12 students in Written English class consist of in English Teacher Education Department of UIN Sunan Ampel Surabaya. The data were collected using document checklist and interview guideline, and analyzed the data using content analysis. The result shows that, 7 from 12 students repeat errors in 6 of 16 aspects of grammatical rules including verb, pronoun, number, prepositions, determiners, and conjunction. Data from interview indicate that repetitive errors are caused by student lack of knowledge on student's background towards the rules of the target language, they do not make any developments and student misunderstanding towards the teacher's feedback. Hence, appropriate feedback seems to be more advisable to improve Indonesian EFL learner writing.

ABSTRAK

Wicaksono, Fikry Aji. (2019). *Repetitive Errors on Student'S Revised Writing of English Teacher Education Department of UIN Sunan Ampel Surabaya*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I: Dr. Siti Asmiyah, M.TESOL Pembimbing II: Hilda Izzati Madjid, M.A

Kata Kunci: *pengulangan kesalahan, tata bahasa, timbal balik, perbaikan penulisan*

Siswa EFL menghadapi banyak tantangan dalam menerapkan aturan tata bahasa seperti membuat kesalahan pada tulisan mereka dan para siswa tidak sadar bagaimana menulis dengan baik menggunakan tata bahasa yang baik dan koherensi dalam menulis. Ini membuat mereka mengulangi kesalahan yang sama pada tulisan revisi mereka meskipun mereka telah menerima umpan balik dari guru. Penelitian kuantitatif ini dilakukan untuk mengetahui kesalahan yang dilakukan oleh siswa dalam tulisan revisi mereka setelah diberi umpan balik oleh guru dan untuk menjelaskan mengapa siswa mengulangi kesalahan tersebut dalam tulisan revisi mereka. Pesertanya adalah 12 siswa pada kelas written English pada jurusan Pendidikan Guru Bahasa Inggris UIN Sunan Ampel Surabaya. Data diperoleh dengan menggunakan dokumen analisis dan pedoman wawancara dan menganalisa data menggunakan analisis konten. Hasil penelitian menunjukkan bahwa 7 dari 12 siswa mengulangi kesalahan dalam 6 dari 12 aspek aturan tata bahasa termasuk kata kerja, kata ganti, jumlah, preposisi, determinasi, dan konjungsi. Data wawancara mengindikasikan bahwa penyebab kesalahan berulang siswa berasal dari latar belakang siswa tentang kurangnya pengetahuan terhadap aturan tata bahasa, mereka tidak membuat diri mereka berkembang dan kesalahpahaman mereka terhadap umpan balik guru. Oleh karena itu, umpan balik yang cocok tampaknya lebih disarankan untuk memperbaiki tulisan siswa EFL Indonesia.

TABLE OF CONTENT

PERNYATAAN KEASLIAN TULISAN.....	ii
ADVISOR APPROVAL SHEET.....	ii
EXAMINER APPROVAL SHEET.....	iv
SURAT PERNYATAAN PUBLIKASI.....	v
ABSTRACT.....	vi
TABLE OF CONTENT.....	viii
LIST OF TABLE.....	x
LIST OF FIGURE.....	xi
LIST OF ABBREVIATION.....	xi
CHAPTER I.....	1
INTRODUCTION.....	1
A. Research Background.....	1
B. Research Questions.....	5
C. Objectives of the Research.....	5
D. Significance of the Research.....	5
E. Scope and Limit of the Study.....	6
F. Definition of Key Terms.....	7
CHAPTER II.....	8
REVIEW OF RELATED LITERATURE.....	8
A. Theoretical Framework.....	8
1. Errors.....	8
2. Repetition.....	15
3. Writing.....	16
B. Review of Previous Study.....	17

CHAPTER III.....	21
RESEARCH METHOD.....	21
A. Research Design and Approach.....	21
B. Research Location.....	22
C. Data and Source of Data.....	22
D. Data Collection Technique.....	22
E. Research Instruments.....	23
F. Data Analysis Technique.....	24
G. Research Stages.....	24
CHAPTER IV.....	26
RESEARCH FINDING AND DISCUSSION.....	26
A. Research Findings.....	26
B. Discussions.....	44
CHAPTER V.....	50
CONCLUSION AND SUGGESTION.....	50
A. Conclusion.....	50
B. Suggestion.....	51
REFERENCES.....	53
APPENDICES.....	55

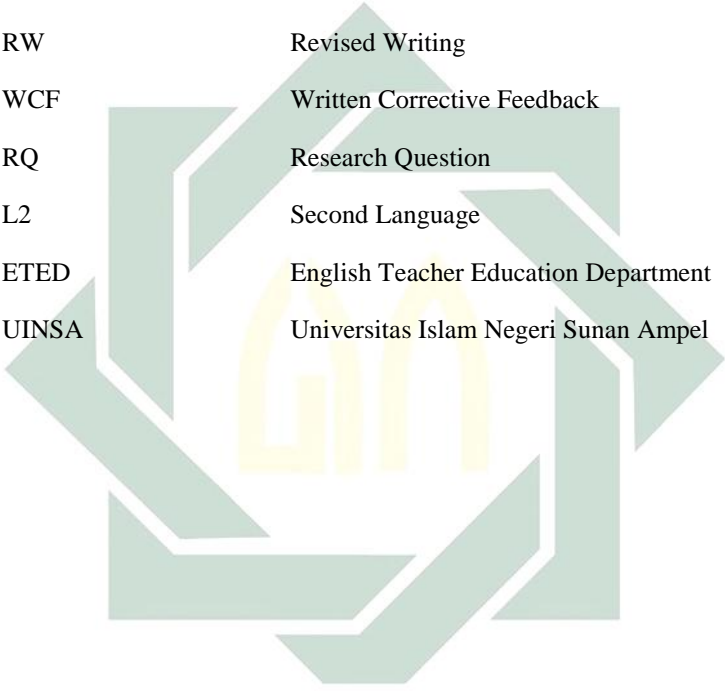
LIST OF TABLE

Table 2.1 : Table of pronoun.....	12
Table 4.1 : The result of verb error on grammatical aspect.....	28
Table 4.2 : The result of conjunctions error on grammatical aspect.....	31
Table 4.3 : The result of pronoun error on grammatical aspect.....	33
Table 4.4 : The result of determiner error on grammatical aspect.....	35
Table 4.5 : The result of preposition error on grammatical aspect.....	35
Table 4.6 : The result of number error on grammatical aspect.....	37

LIST OF FIGURE

Table 4.1.1 : The figure of main verb error on grammatical aspect.....	29
Table 4.1.2 : The figure of main verb error on grammatical aspect.....	30
Table 4.2.1 : The figure of conjunction error on grammatical aspect.....	32
Table 4.4.1 : The figure of pronoun error on grammatical aspect.....	34
Table 4.6.1 : The figure of preposition error on grammatical aspect.....	36

LIST OF ABBREVIATION



EFL	English Foreign Learner
RE	Repetitive Errors
RW	Revised Writing
WCF	Written Corrective Feedback
RQ	Research Question
L2	Second Language
ETED	English Teacher Education Department
UINSA	Universitas Islam Negeri Sunan Ampel

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study that explains the reason for conducting this research, and research questions that would bring this research to some cases. Objectives of the study that present the aims of this research and the significance of the study are also provided in this chapter. Furthermore, this chapter presents scope and limitation and definition of key terms that can explain each variable that is used in this research.

A. Research Background

One of English skills which is complicated is writing skill and it is one of productive skills in language learning. The students of English Teacher Education Department of UIN Sunan Ampel Surabaya has mastered that skill, as it is required on their learning subjects. The exercises of writing skill are also different from other exercises. It is unlimited but takes long time as it needs much time and concentration to do it. In addition, writing skill also requires the writers taking care on the aspects of writing, such as model texts, spell-check, grammar, prepositions and punctuation. Harmer stated that writing skill has different rules with speaking skill.¹ So, those two skills are separated. Besides the differences on grammar and vocabulary, there are some cases on the formation of letter, word, and text which are shown on the form of handwriting, spelling, layout, and punctuation.

¹ Harmer Jeremy, *The Practice of English Language Teaching 3rd Edition*. (London: Longman, 2002), 46.

Additionally, writing offers chance to improve students' vocabularies, knowledge on grammar and also develop students' understanding on expressing things and how well students' message on their writing can be easily understood. As well University students who learn English as their foreign language are mostly influenced by the way they speak and think of their native language. So, the concept of foreign language that they learned sometimes getting mixed with their own native language. Therefore, when they express their ideas in English, they get some difficulties as they are still influenced by their native language. Moreover, when they are asked to transfer their ideas or concepts of target language from oral language to written language, they have to learn more about the way transferring oral to written language as written language requires students to take care when applying the rule of grammar.

In applying the rules of grammar, some EFL students may face many challenges such as making errors on their writing. Based on Dulay stated that error appeared from adult grammar which deviates from the native speaker.² It can be concluded that students did errors because of their lack of knowledge through the rules of target language, so, it makes them did errors in many times and the same errors.

Errors are often decided as the mistake of students when learning and understanding the rules of grammar. Talking about understanding something, it is related to the comprehension of the rule of grammar which is also related to students' abilities. Selinker underlined that errors done by students are one of the parts in learning process. So, when it has errors that is neither the mistake of the teacher itself nor the students or even the lessons.³ When learning foreign language, people will always face errors, it gives a sign that there is a process of

² Heidi Dulay , Marina Burt, Stephen Krashen. *Language Two*. (Oxford: Oxford University, Inc,1982),37.

³ Selinker,Larry *Interlanguage in Jack C.Richards(Ed) Error Analysis: Pespective on Second Language Acquisition*. (London:Longman, 1977), 55.

understanding that foreign language. In this research, the researcher tries to gather the data of students' errors in writing. Deeper analysis is needed to know what the most repeated errors made by the students in their revised writing after being given feedback by the teacher and to explain why the students repeat errors in their revised writing.

Meanwhile, in writing the students are not aware how to write well using good grammars and coherence. They only write based on the steps of writing genre using social function, language features, and generic structures. In fact, lecturer often finds some students who were not able to aware with their writing. They forget to use good mechanism. To solve the problem, the teacher tries to give a feedback on students' writing performance. Ellis stated that feedback is applied to make the students are able to revise their own writing and to assist them to acquire correct English.⁴ Hattie stated that feedback is an information given by the teacher to the students' output to make the students' output and also the process of learning better than before.⁵ In addition, sadler stated that feedback has a purpose to give some information to the students on their task or their process of learning and to make them become more understand.⁶ In another hand, feedback is a dialogue that happens between students and their teacher or their peer. This dialogue can be written or oral dialogue. Also, it has a purpose to construct their learning and to help the students in reaching the goal that is targeted.⁷

In giving feedback, the teacher gives students the correct form on their errors.⁸ Firstly, the teacher crosses the errors in some words, phrase, or sentences. Then, the

⁴ Ellis Rod, *A typology of written corrective feedback types* (ELT Journal, 2009,) 97-107.

⁵ Hattie John - Timperley Helen, *The Power of Feedback. Review of Educational Research* (Academic Research Library, 2007) 81-112.

⁶ D.Royce Sadler, *Formative assessment and the design of instructional systems, Instructional Science*, 119-144

⁷ Tapp Mahta, *Written and Oral Feedback*. 1-3.

⁸ Ellis Rod, *A typology of written corrective feedback types* (ELT Journal, 2009,) 100.

teacher writes the correct form of those errors. In short, feedback makes the students know directly the correct form of their errors. On the process of expanding the knowledge of target language rule system, students will make errors. The errors are appeared from inside and outside of students, for example they did an error when they are tired or lack of knowledge in writing English. Since English spoken by non-native learners, it has different features with learners' native language. Clearly, if there is a native language interference, it will also has a big influence on the acquisition of target language, especially in writing. As known that writing is a productive skill, so it requires the mastery of grammar, vocabularies, good spelling, and so on.

In line with the issue about L2 in writing, student's error and teacher feedback there have been some previous studies that conducted. Such as those Ayu Rizki⁹, Setyowati¹⁰, Tindy¹¹, Sun¹², and Triana¹³. These studies however mainly focus on identifying types of errors, particularly that of grammar. Rizki and Triana identify different types of grammatical errors in English writing by University student while Sun focus on German as L2. There have also been studies on the influence of feedback on the important of students writing (Rizki, Setyowati and Sun) the result however have been inconsistent while Rizki found that there is no correlation between corrective feedback and grammar, indicating the emergence of repetitive errors, Lestari and Sun found the feedback does improve student writing and reduce errors. These inconclusive findings from previous studies signify the

⁹ Rizki, A, *Indonesian Journal of Applied Linguistics, Corrective Feedback and a Writing Accuracy*, (Vol.6 no 1, 2016), 1-11

¹⁰ Setyowati, L, *Beyond Error Analysis: Solving EFL Student' Writing Problems in Accuracy*, (STKIP PGRI Pasuruan, 2015), 55.

¹¹ Berlian, T, *An Error Analysis in The Student' Writing of Report Text Made by Eleventh Grade at Sman 7 Kediri*, (2017), 40.

¹² Sonja, *Written Corrective Feedback: Effects of Focused and Unfocused Grammar Correction on The Case Acquisition in L2 German*, (2011), 52.

¹³ Triana, N, *Interlanguage Errors Found in Recount Text Made by the First Semester Students of English Department of University Muhammadiyah* (2015), 45.

need for further research on feedback and students error. Considering this issue, this present study, thus need to be conducted to explore further.

This study focuses on what the repeated errors made by the students in their revised writing after being given feedback by the teacher. The second purpose was to explain why the students repeat errors in their revised writing. The study used qualitative research. This study is expected to be useful for everyone especially for students in their writing process.

B. Research Question

1. What are student's repetitive errors on their revised writing after being given feedback by the teacher in English writing class of English Teacher Education Department of UIN Sunan Ampel Surabaya ?
2. Why do the students repeat those errors in their revised writing ?

C. Objectives of the Study

1. To describe repeated errors made by student in their revised writing after being given feedback by the teacher in English writing class of English Teacher Education Department of UIN Sunan Ampel Surabaya
2. To explain why the students repeat errors in their revised writing.

D. Significance of the Research

The results of the study are expected to find out the students' repetitive errors on students revised writing.

1. For learners

This research discussed about errors in writing, so, when the results of this research are shown, it is hoped that learners can learn about the difficult aspect in writing for the learners. Through

this way, learners are expected to increase their knowledge on English skill especially writing skill and its aspects such as, grammar. Therefore, there will be an awareness of the errors they did and causes of the errors.

2. For lecturers

The result of this research can be used for lecturer to recognize students' difficulties in writing as this research provides learners' opinion through lecturers' feedback. So, they will pay more attention to the errors made by the students and the causes of the errors in writing.

3. For future researchers

The results of the research are also useful for future researchers who want to do research in this field. It means that this research can be the previous study for the researchers who want to do their research related with repetitive errors on grammatical aspect in student writing.

E. Scope and Limitation

The scope of this study is research deal with students' repetitive errors in their revised writing in writing class. This research to find out the students' repetitive errors in their revised writing in grammatical aspect that feedback give by the teacher and cause that make student repeat their errors. Specifically, the data were taken from student's essay related to the topic of their writing about past tense and student's opinion who in Written English 3th Semester.

Furthermore, the study is limited to Written English 3th Semester Students Class of English Teacher Education Department of Sunan Ampel State Islamic University which related to repetitive errors on revised writing in grammatical aspect only. From Written English 3th Semester Students Class, only one class was taken as the subject of this research, the topic of student's writing is about past tense. The researcher also limiting the

grammatical aspect based on Lyons in Soetikno's theory. So, the result may not be generalized to the overall errors by students across different semesters. According to Lyons in Soetikno there are three categories of grammatical aspect in writing. There are primary, secondary and functional category.

F. Definition of Key Terms

In this research, the key terms are defined as follows.

1. Errors

An error is a deviation from the native speaker which reflects the learner's inter language competence.¹⁴ In this study error means student's deviation from grammatical aspect in English writing.

2. Repetitive

Repetitive is the process, the way, the act of doing of the same thing.¹⁵ The intantion of repetitive in this study is student's error in student's revised writing and also intentionally or not student repeat the error although teacher have given feedback in their first draft.

3. Writing

Writing is an action, a process of discovering and organizing the ideas, putting them in the paper and reshaping and revising them¹⁶. In this study writing focused on the first draft and revised draft of students which the draft contained of student' error in grammatical aspect of writing.

¹⁴ Heidi Dulay , Marina Burt, Stephen Krashen. *Language Two*. (Oxford: Oxford University, Inc,1982), 37.

¹⁵ Gathercole SE, *Nonword repetition and word learning: The nature of the relationship* (Applied Psycholinguistics 2006), 15.

¹⁶ Meyers A. *Gateways to Academic Writing : Effective Sentence, Paragraphs and Essays* (New York : Pearson Education, 2005), 67.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of literature which is used in the research. Related to the research, the researcher has divided the review of related literature into three parts. Those parts are errors, repetitive, and thesis writing. Each part of review of literature has been explained briefly based on the theory which related to the research.

A. Theoretical Framework

1. Errors

a. Definition of Errors

Language learning is a process to build up the language skills, especially in written. In developing writing skills, learners are often making errors. Learners usually make errors when they lack of knowledge about grammar rules, appropriate words or sentences. When they make mistake, correct or error sentences and free utterances, it may tell about what ideas in their minds and their opinion. Thus, making errors is an essential aspect to get information whether it is caused by the grammatical errors or caused by students it self. As Davis and Pearse state that 'errors are integral part of language learning and not evidence of failure to learn'.¹⁷ Those errors should be analyzed because student are involved in understanding the process of language learning. From their errors learners can get feedback which can be used to find new attempts to achieve the purpose of learning English. It contains data on ways that learners use to accumulate language and may play a vital role within the study of foreign language.

It is important to know about mistakes and errors because those terms are technically different. It is necessary to grasp regarding mistakes and errors as a

¹⁷ Davies - Pearse, *Success in English Teaching*. (Shanghai: Shanghai Foreign Language Education Press, 2002), 56.

result of those terms are technically completely different. According to Edge, he suggests that mistakes can be divided into three broad categories: 'slips' (that is mistakes which students can correct themselves once the mistake has been pointed out to them), 'errors' (mistakes which they cannot correct themselves and which therefore need explanation), and 'attempts' (that is when a student tries to say something but does not yet know the correct way of saying it).

According to Dulay and Burt, error is considered as "goofs".¹⁸ An error could be a deviation from the adult synchronic linguistics of a verbalizer that reflects the learner's current language competency. It is referred to as competency error once learners build errors as a result of they lack data of the principles of the target language. They will not be ready to correct the errors by themselves quickly while they need guidance to correct the errors. Additionally, they may build constant errors at the days. In conclusion, they outline errors as the blemished facet of learner speech or writing. It means learners cannot learn language while not consistently committing errors 1st.

According to Ellis, mistakes reflect occasional lapses in performance.¹⁹ They occur because, in a particular instance, the learner is unable to perform what they know while errors reflect gaps in learner information that occur as a result of learners don't recognize what's correct and that they are still within the learning method. Mistakes contrast with performance errors or nonsystematic errors that are caused by basic cognitive process whereas errors contrast with competency. From definitions on top of, it can be concluded that the mistakes are different from errors. People build mistakes each in native and second language. Mistakes are the incorrect use of language as a

¹⁸ Heidi Dulay, Marina Burt, Stephen Krashen. *Language Two*. (Oxford: Oxford University, Inc, 1982), 37.

¹⁹ Ellis Rod, *Second Language Acquisition*, (Oxford: Oxford University Press. 1997), 100-107.

result of the user isn't responsive to the mistakes he makes whereas he is aware of the right variety of its rules. Mistakes can be corrected by the user himself and it does not need help from other people, while errors are found in second language learning. The user might not bear in mind that he makes the error and he desires facilitate from alternative person to correct the error. It may need time to correct the error.

b. Errors in writing Aspect

In writing there are some aspects that student has to concern, one of the important aspect is grammar. All languages have its own grammar. People who speak the same language are able to communicate because they understand the grammatical system of that language. Because the use of the language to communicate presuppose a grammar, it follows that all speakers and writers of a language must have a knowledge of its grammar. Thornbury states that 'grammar is partly the study of what forms (or structures) are possible in a language'.²⁰ Grammar consider with analysis of the sentence that is describe the principles however language sentences are formed.

Grammar is the most important aspects in writing. In order to make a well structured writing, one should be matered in grammar. It consist of rules to change the meaning (morphology), arrangement of words (syntax), clause and phrase structure and the classification of part of speech (noun, verb, etc), and issues regarding cohesion and coherence of whole text. If grammar rules are too violated, communication may suffer, although creating good grammar rule is extremely difficult. Swan states that good rule include 'simplicity' (it may cause problems), 'truth' (because clearly some rules are more 'true' than others), 'clarity' (because rules that are unclear help nobody) and 'relevance' (because there are

²⁰ Thornbury Scott, *Natural Grammar: The Keywords of English and How They Work*. (Oxford: Oxford University Press, 2004), 51.

some things which a teacher or student probably does not really need to know). Knowledge of good grammar can influence the coherence of the piece of writing. By using correct grammatical rule, writers can have good writing.

Lyons in Soetikno classifies grammatical category into three types, The primary categories, which consist of the word classes such as the Verb, noun, adverb, adjective.²¹ All words belong to categories called word classes (or parts of speech) according to the part they play in a sentence. The secondary categories, which includes the notions of Number, case, gender, person, mode, voice. Functional categories, which discuss the notion of Subject, Predicat, Object, etc. Galasso states that functional categories are a class of words (or inflection) which have no substantive meaning, and thus inserted into a sentence not to transmit tangible information, but rather to serve some abstract grammatical purpose-functional words or items (inflection) are usually utilized in some capacity to form a grammatical relationship with a counterpart lexical item.²² Functional categories have no descriptive content and assists lexical categories in carrying out grammar.

1) Primary categories (Word classes)

All words belong to categories called word classes (or parts of speech) according to the part they play in a sentence. The main word classes in English are the following :

a.) Nouns

Noun is the most important word classes. It is the name of person, place, thing or idea. It is headword of noun phrase, in other words, a noun phrase must contain one main noun on which all

²¹ Lyons John, "Pengantar Teori Linguistik". Translated by Sutikno, (Jakarta: Gramedia Pustaka Utama, 1995), 84.

²² Galasso Joseph, *Analyzing English Grammar: An Introduction to Feature Theory*. (California State University, Northridge, 2002), 54.

the other words in the phrase are centered. *e.g., girl, city country, birth, day, happiness*

b.) Verbs

A group of words cannot be described as a sentence or a clause unless at least one of the words is a verb. There are several types of verb in English they are main verb and auxiliary verb. *e.g., My sister **delivers** packages to department storeseveryday, and there **were** many visitots yesterday*

c.) Adjectives

An adjective modifies (qualifies or limits the meaning of) a noun or a pronoun. *e.g., Tono read an **interesting** story*

d.) Adverbs

An adverb is a word that modifies (qualifies or limits) a verb, an adjective, or another adverb. *e.g., Rendy is **very** happy.*

e.) Pronouns

A pronoun is a word used in place of one or more nouns.it is used to refer a noun (called its antecedent) that usually comes before the pronoun. There are several types of pronoun they are personal, reflexive, and demonstrative pronoun.

Table 2.1
Table of pronoun

Personal		Reflexive	Demonstrative
Subject	Object		
I	Me	My self	Mine
You	You	Yourself	Yours
We	Us	Ourselve	Ours
They	Them	Themselve	Theirs
She	Her	Herself	His
He	Him	Himself	Her
It	It	Itself	Its

f.) Prepositions

Preposition is used in which two parts of a sentence are related to each other. *e.g.*, *The woman swam **under** the bridge.* (Under connects the idea of swam and bridge).

g.) Conjunctions

Conjunction serves to connect two or more clauses, phrases or words together to make longer constructions. There are two types of conjunction they are coordinating conjunction (are for, and, nor, but, or, yet, and so.) and subordinating conjunction. *e.g.*, *The coffee was strong, **but** sweet* and *e.g.*, ***When** I arrived home, they had already eaten.*

h.) Determiners

Determiners are words which come at the beginning of the noun phrase. *e.g.*, ***The** coffee was cheap*

2.) Secondary categories

a.) Number

Number is an additional functional feature which denotes the contrast between “grammatical” singular and plural forms. *e.g.*, *The car, The books, tooth>teeth, child>children*

b.) Gender

Gender is a grammatical distinction according to which a noun or pronoun is classified as other masculine or feminine in the source of languages. *e.g.*, *masculine, feminine, neutral.*

c.) Case

Case has structural meaning that is recognized dependent upon where the pronoun sits in the sentence.

d.) Person

Person relates to the notion of participant roles. It includes the first person refers to the speaker (I), or to the speaker and one or more others (we), the second person refers to the person (s)

addressed (you), and the third person refers to one or more other persons or things (he/she/it,they).

e.) Tense

Tense indicates two main types of information; time relations and aspectual differences whether an action, activity, or state is past, present, or future. *e.g., I saw him last night.*

f.) Mode

There are three mode in English they are indicative and subjunctive.

g.) Voice

Voice in English grammar refers to the structure of a sentence. There are two voice in English grammar, active voice and passive voice. *e.g., Jono cooked fried rice (Active voice) and e.g., The fried rice was cooked by Jono. (Passive voice)*

3.) Functional categories

Functional categories are a class of words (or inflection) which have no substantive meaning, and thus inserted into a sentence not to transmit tangible information, but rather to serve some abstract grammatical purpose—functional words or items (inflection) are usually utilized in some capacity to form a grammatical relationship with a counterpart lexical item.

a.) Subject

The subject of a sentence or clause is the part of the sentence or clause about which something is being said.

b.) Predicate

The predicate tells something about the subject.

c.) Object

Objects usually follow the verb. They may be nouns, noun phrases, pronouns or subordinate clauses.

2. Repetitive

a. Definition of Repetitive

Repetitive is the process, the way, the act of doing of the same thing. Repetitive is a natural skill requiring relatively little concentration or effort to repeated same thing in many times. From an early age, most children readily repeat utterances and participate willingly in repetition tasks.²³ Repetition means the process, the way, the act of repeating repetition of the same errors. The intantion of repetition in this study there is a repetition in the same error in student's writing and intentionally or not student repeat the error however teacher have given feedback in their first draft.

In addition, in student's first draft they started to write about their ideas on the paper, in writing intentionally or not they would make some errors such as in structure or grammatical aspect, at the time the teacher gave feedback about what they had written. Even though the using of written corrective feedback makes the students produce the same error and produce more errors in their revised writing, Halimi stated that around 70% of students in the present study prefer their teacher to correct their error by using direct corrective feedback. Some research reported that the students who received direct corrective feedback produce more errors and automatically make the same error in their revised writing. However, it did not state clearly why the students produce more errors and make the same error in their revised writing even they have already received direct written corrective feedback. Therefore, from the previous findings, it is important to know why it can be happened.

²³ Gathercole SE, *Nonword repetition and word learning: The nature of the relationship* (Applied Psycholinguistics 2006), 15.

3. Writing

a. Definition of Writing

Writing is considered as a skill which functions to support the development of oral language. Unlike speaking, writing works as an archive that can save the words and ideas permanently on paper, stone or in a computer file. Related to this, Fromkin, Rodman, and Hyams have said that writing is a skill that can permanently record what has been spoken.²⁴ Hammill and Bartell have said, that writing is the highest as well as the last form of communication to be mastered in which people actually transfer their thoughts, feelings, and ideas to paper. Unlike speaking, writing helps people to consider more carefully the best words to use to transmit a message. Scoot state that writing gives people more opportunity to go back and think about what they have written²⁵. Thus, the message should be clearer and the reader should be able to obtain the information exactly as the writer intended.

Although writing has been considered as an indispensable skill for the language learner, it never seems an easy skill to be learnt. According to Heaton, there are five general skills that should be possessed by a writer to produce good writing. First, knowledge related to the use of the language is considered as the skill that should be mastered by a writer. It includes the ability to write correct and appropriate sentences i.e. to use appropriate collocations. The second skill is the ability to use the conventions peculiar to the written language that are categorized as mechanical skills, e.g. punctuation. After that, the ability to think creatively and to develop thoughts is the other important skill that will help the writer to produce interesting writing. Stylistic skills which are defined as the ability to manipulate sentences and paragraphs and to use

²⁴ Fromkin Victoria, et.al., *An Introduction to Language* (New York: Holt, Rinehart and Winston. 2003), 356.

²⁵ Scoot - Ytreberg, *Teaching English to Children.* (New York: Longman. 1990), 26.

language effectively also need to be developed by a good writer. Last but not least, the ability to write and transmit the ideas appropriately in order to meet a particular purpose with a particular audience in mind, together with an ability to select, organize, and order relevant information is also considered as a crucial skill to be honed by a good writer.²⁶

B. Previous Study

Many researches have been conducted related to this issue. Lestari Setyowati have conducted the research entitled “*Beyond Error Analysis: Solving EFL Student’ Writing Problems in Accuracy*”, The aim of this study is to describe different types of Corrective Feedbacks, and type of Corrective Feedbacks which are effective to reduce learners’ error in L2 writing based on some research findings, and how to use it to promote its effectiveness. In the end of the article, some suggestions are also addressed to the English teacher based on the research results in CF. In this previous study researcher focus on types of corrective feedback to reduce error of learner , and the similarity in this research is the subject of the study is L2 learners.

Another similar research is done by Ayu Rizky Septiana, Gunandi Harry Sulisty, A. Effendi Kadarisman entitled “*Corrective feedback and writing accuracy of students across different levels of grammatical sensitivity*”. This study was designed to investigate whether indirect corrective feedback is effective on students’ writing accuracy and whether there is any interaction between corrective feedback and students’ levels of grammatical sensitivity. A quasi-factorial design was adopted for this research. The subjects of the study were fourth-semester students of English Department, at a State University in Malang, selected randomly. The experimental group was treated with indirect corrective

²⁶ Heaton J. Brian, *Writing English Language Test*, (New York: Longman Inc. 1989),135

feedback and the control group with direct corrective feedback. A parametric statistical test, ANCOVA, was used to test the hypotheses. The findings show that there was no statistical difference on writing accuracy between the experimental and control groups. Yet, among students with a high level of grammatical sensitivity, there was significant difference in writing accuracy between those given indirect and direct corrective feedback. Further, there was no interaction between corrective feedback on writing accuracy and students' levels of grammatical sensitivity. However, indirect corrective feedback improved students' writing accuracy better than direct corrective feedback. The equation of the study is to discuss grammar in writing students and relate them to corrective feedback and the difference from the research above is that researchers use experimental methods and focus on writing accuracy while in this study use qualitative and focus on errors in grammar in writing students.

Another research is also done by Tindy Brilyan Rasmanityah entitled " *An Error Analysis in The Students' Writing of Report Text Made by Eleventh Grade at Sman 7 Kediri in Academic Year 2017/2018* " This study is about Writing can be mastered only through learning activities and exercises, because it is need more time to think and needs serous attempt to acquire it. This research aimed to describe the types of errors and to describe the causes of errors made by eleventh grade students in using simple present tense in writing report text. In doing the research, the researcher uses content analysis which explains the data in qualitative. This research was conducted at SMAN 7 Kediri on August 2017. The subject of this research was XI IPS-1 of SMAN 7 Kediri, this class consists of 30 students. In collecting the data, the researcher used written test of report text about familiar animal and also used questionnaire. She used surface taxonomy for analyzing the data. The result shows that students made four kinds of error based on the surface taxonomy: omission, addition, misformation, and

misordering. And the causes of students' error in simple present tense: interlingual, intralingual, context of learning and communication strategy. Acknowledging the appropriate theories of giving feedback to students would be useful to help them to get through their problems. The similarity between the previous research and this research is about errors and to the causes of errors made by learner. The difference of it, in this previous study the research used simple present tense in writing report text in XI Grade while in this study the subject of the study is student of university in written English.

Another research about interference is also done by Sonja Huiying Sun, the title is "*Written corrective feedback: effects of focused and unfocused grammar correction on the case acquisition in l2 german*", Thirty-three students of fourth semester German at the University Kansas participated in the study which sought to investigate whether focused written corrective feedback (WCF) promoted the acquisition of the German case morphology over the course of a semester. Participants received teacher WCF on five two-draft essay assignments under three treatment conditions: Group (1) received focused WCF on German case errors; group (2) received unfocused WCF on a variety of German grammar errors; and group (3) did not receive WCF on specific grammar errors. Combining quantitative and qualitative analyses, the study found that the focused group improved significantly in the accuracy of case forms while the unfocused and the control group did not make any apparent progress. The results indicate that focused WCF was effective in improving case accuracy in subjects' writings in German as a foreign language (GFL) context. WCF did not negatively affect writing fluency or students' attitude toward writing. Subject of this study is L2 in German and focus on WCF whereas the difference is L2 in Indonesia as a subject of the study.

One more research about errors in writing is done by Novi Hayu Trianasari. Novi entitled "*Interlanguage Errors Found in Recount Text Made by the First Semester*

Students of English Department of University Muhammadiyah of Surakarta in 2011/2012 Academic Year" This study analyzes interlanguage errors of 40 students' compositions. The participants are the first Semester Students of English Department of University Muhammadiyah of Surakarta academic 2011/2012 year. The object of this study was students' recount text. The researcher limits the study of errors based on the linguistics category taxonomy to investigate the data made by the students. All of the errors in the students' compositions were classified and identified into various categorizations. The result of the study show that there are three categories of errors. They are morphological errors, syntactical errors, and discourse errors. Morphological error consists of bound morpheme and free morpheme. Syntactical error consists of verb, auxiliary, adjective, adverb, noun, preposition, and to be. And the last, discourse error consists of grammatical cohesion and lexical cohesion. The writer reaches the conclusion from this study that the dominant errors is syntactical errors. This implies that the students have been most confronted with the interference of the target language while there are some errors. The similarity between the previous research and this research is about errors on student writing, but the difference of it the researcher focus on errors in syntactical errors in the same time in this study focus on repeated errors made by the students in their revised writing after being given direct written corrective feedback by the teacher in grammatical aspect.

Generally, previous researches about error repetition on grammatical analysis commonly focused on the students's repetitive errors in their revised writing after given feedback by the teacher. Therefore, this research only discuss about students' repetitive errors in their revised writing but this study also focus on explain why the students repeat errors in their revised writing. It means that the researcher tries to find out the student's explanation and in what grammatical aspect student repeat their errors.

CHAPTER III

RESEARCH METHOD

This chapter discusses about; (a) research design and approach (b) research location (c) data and the source of data (d) data collection technique (e) research instrument (f) data analyzing technique (g) research stages

A. Research Design and Approach

This research is qualitative descriptive to find out the result of research question. Ahmadi stated that qualitative method is used when the research aims to describe phenomena; and the data used are opinion (interview), behaviour, and document which are not analysed using statistics' pattern.²⁷ Qualitative research are more concerned with understanding situations and events from the viewpoint of the participants. Accordingly, the participants often tend to be directly involved in the research process itself.²⁸ Creswell defines qualitative research as an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem.²⁹ As this study attempts to describe phenomena of repetitive errors on student's revised writing in writing class, the use of qualitative descriptive design fit well with the purpose.

Qualitative approach has three major categories of data, such as in-depth interviews, direct observation and written documents in conducting a qualitative research.³⁰ In this research, the researcher uses all the major categories which are interview and written documents. The major of the data causes is from written documents, while interview is to strengthen the data.

²⁷ Rulam Ahmadi, *Metodologi Penelitian Kualitatif* (Yogyakarta: Ar-Ruz Media, 2014), 4.

²⁸ Jack R. Fraenkel – Norman E. Wallen, *How to Design and Evaluate Research in Education* (New York: McGraw-Hill, 2009), 15.

²⁹ J.W. Creswell, *Qualitative Inquiry and Research Design Choosing Among Five Traditions*, (ELT Journal, Vol. 1, 1988), 15.

³⁰ Torchim-Donnelly, *The research Knowledge Base Part*, (Cornell University : Custom Publishing, 1999), 8.

B. Research Location

This research was conducted in English Teacher Education Department Faculty of Education and Teacher Training of UIN Sunan Ampel Surabaya by focusing on class of written English on 3rd Semester. The participants are those who are written English class because they have known the basic rules of writing in their previous semesters so that they must have been more familiar with topic.

C. Data and Source of Data

1. Data

The primary data of this research is document. The data are the students' first draft and student's revised writing. They write their essay based on teacher's guide. The second data of this research is interview of the students whose works is analyzed for this research.

2. Source of Data

The source of data in this research is the written document of students' first draft and student's revised writing. In this case, the researcher analyzed the first draft and student's revised writing, which is written by the students. The document give some data which was needed to answer the research question. Another source data was the students of Written English class who interviewed to obtain the information dealing with the topic.

D. Data Collection Technique

The data on repetitive errors on students' revised writing were collected using content analysis. Content analysis is a research method that provides a systematic and objective means to make valid inferences from verbal, visual, or written data in order to describe and quantify

specific phenomena.³¹ Content analysis used to categorize the repetitive errors on student' revised writing. Data are student's errors in their writing , researcher collected data from student revised writing after being given direct written feedback by the teacher. The students' errors in their essay consist of students' errors in the first essay (first draft of first essay that has already given feedback, unrevised version) and students' errors in their revised essay (first draft of next essay that has already given feedback, unrevised version). First of all the researcher read student's first draft and revision version. After that the researcher read carefully and highlight the errors, categorize and last conclude which errors is repeated. While the data for second research question are students' oral statements about the reasons why they repeat errors in their revised writing. To collect the data the researcher did an interview.

E. Research Instrument

1. The researcher as the instrument

The researcher is the key instrument, it that collected, analyzed and categorized the data depend on rubric of writing

2. Rubric in writing

The researcher revealed the errors of writing in grammatical context and the causes of errors by using rubric of writing. This rubric checks mark presence, absence, or frequency of occurrences for each item.

3. Interview Guide

In this section, the researcher and participant knew that they did this interview to generate data base on the guideline. The process of interview used audio taped. The researcher interview students based on the interview guide. Interview guide contained of the questions related to the second research question.

³¹ Downe-Wambolt,B, *Content analysis:method,applications and issues*, (Health Care for Women International, 1992) 313–321.

4. Recorder

In interviewing the students, researcher used recorder such as in mobile phone; in order to keep the data. As the result of the interview used as the main data in answering first research question, it is very important to make sure that the data not lost.

F. Data Analysis Technique

Data analysis is used to collected data from student' revised draft and the result of the interview. There are some stages analyzing the data :

1. The researcher obtained the documentation data. Data from their essay which are students' writing draft were read carefully by the researcher and the repetitive errors were highlighted and analyzed.
2. The researcher categorised the finding based on the grammatical aspect of writing depending on the student's errors repetition
3. The researcher also obtained the data from interview. After getting the data from the interview , the researcher transcribed and convert the audio record taken into written form for further elaboration.
4. The researcher read and summarized the transcribed into briefer statement in which the main sense of what was said rephrase in words.
5. Then the researcher analyzed the reason of the student's repetitive error on student's revised writing.

G. Research Stages

The research stages of this study :

1. Preliminary Research

The aim of preliminary research is to find out informaton related with the topic of this study about error repetition on student revised writing after given feedback by the teacher and to know this research is

possible to be done or not. In this step the researcher came to the class and checked out error repetition on student's revised writing and asked the teacher whether the teacher used feedback or not.

2. Planning

The researcher used rubric of writing to categorize student's error in writing to know part of repeated errors made by students. To explain why students repeat errors in their revised writing the researcher interviewed students based on the interview guide. Interview guide contained of the questions related to the second research question.

3. Implementing Investigation of the Research

In this stages the researcher started to investigate student's paper. The researcher looked the student's paper one by one while giving the checklist based on the rubric of writing to categorize the errors. In addition, the researcher also used interview guide to answer the second research question.

4. Analyzing Data

In this step, the researcher processed the collected data.

5. Concluding Data

After collecting the data and analyzing the data by using the theory, the researcher drew the conclusion of this study which be the final report of this research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents and discusses the finding which have been collected during the research. This study was conducted to investigate two research problems. Those are repetitive errors on student's revised writing in grammatical aspect and the reason of students repeat errors in their revised writing. The first section presents and describes about the findings. The data found are related to the students repetitive errors and student's reason in repetitive errors. The data found in student's draft on written class in third semester. In second section explains about the research findings focuses on student's repetitive errors and the causes of errors.

A. Research Findings

This study was conducted to investigate two research problems. Those are repetitive errors on student's revised writing in grammatical aspect and the causes of students repeat errors in their revised writing. In order to answer those questions, this chapter is divided into two main sections. They are student's repetitive errors in their revised writing and the causes of errors. The subject of the research is students in written english B1 class consist of 12 students. From those 12 students , each person had their own original and revised draft of essay writing in same topic. The following section present the findings of the research.

1. Student's Repetitive Errors in Grammatical Aspect of Writing

To find out for the first research question about student's repetitive errors the researcher documented the students' writing used document checklist. Based on the findings from total 16 aspect of grammatical in writing, which are distributed into 3 category of rubric, most of the students do and repeat an errors in

6 aspect of grammatical rules and the errors are verb, pronoun, number, prepositions, determiners, and conjunctions. They are using 1-5 scale in error repetition, from the 12 students there were 5 students who do not repeat an errors in their revised writing after getting feedback. In the other hand all of the students do not make an errors and repeat it in 10 aspect of grammatical rules they are interjection, noun, adjective and adverb in primary category, tense, case, gender, mode and voice in secondary category last is subject, predicate and object in functional category.

These data was analyzed based on Lyons in Soetikno et all theory.³² Lyons classified grammatical category into three types: The primary category consist of the word classes such as the Verb, noun, adverb, adjective. The secondary category includes the notions of Gender, number, person, case, mode, Mode, tenses and voice. Functional category discuss the notion of Subject, Predicat, Object, etc.

The finding in primary category, shows that most of students make errors and repeat the same errors in their revised English writing even with different scales, such as incorrect selection of verbs in a sentence that they should use past verbs but often they use present verbs, and errors which often ocured and repeated in the aspect of tenses, in the whole sentence they write must accordancing with the topic that has been determined, namely about events in the past but some of them write sentences that use verb 1 and in the next paragraph several times also occur. The detail of explanation about each type of error in grammatical aspect that students repeat is as below.

³² Lyons John, "Pengantar Teori Linguistik". Translated by Sutikno, (Jakarta: Gramedia Pustaka Utama, 1995), 84.

a. Verbs

For the first is the data about repetitive error shown in table 4.1 are first type of error, verb. There are 5 out of 12 students who make mistakes in verb. Some of them do this errors in their original draft and repeat it in their revised writing. A group of words cannot be described as a sentence or a clause unless at least one of the words is a verb. In a different tenses the verbs used are also different. On the writing topic is about past tense tell about past events so they have to use verb 2 but most of them oftentimes still use verb 1. There are several types of verb in English they are : main verb and auxiliary verb. The data of students' essay show repeated errors of main and auxiliary verb. Main verb is type of verb that can be directly told of something done by the subject while auxiliary verb is verb that has no meaning without main verb, such as am,is,are,have and has.

Table 4.1
The error of verbs on grammatical aspect from student's revised writing

Type of verb	Student	Errors Given Feedback	Repeated Errors after Feedback
Main verb	A	You always <i>following</i> rules of your parents	You always <i>following</i> rules of your parents
	C	I <i>see</i> the world rotating all the time	I <i>see</i> the world rotating all the time
Auxiliary verb	B	That <i>is</i> the experience in the boarding school	That <i>is</i> the experience in the boarding school
	D	We <i>had been arrived</i> in basecamp, we	We <i>had been arrived</i> in basecamp, we

		decided to hiked in the next day	decided to hiked in the next day
--	--	--	--

Based on the Table 4.1 error found in verb exemplified in students A essay “*You always following rules of your parents*”, on that sentence the student did a mistake on verb “*following*”, the verb must be “*followed*” in this sentence student used main verb but in a wrong tenses because it happened in past so the correct sentences is “*You always followed rules of your parents*”.

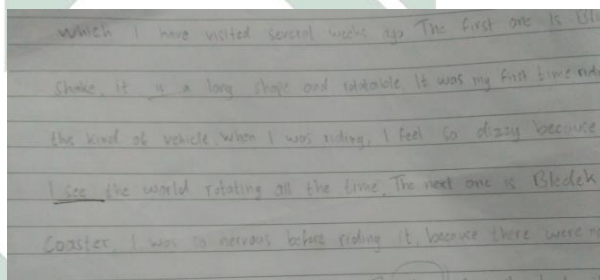


Figure 4.1.1 Example of error in main verb

Another example of error made by student C depend on the figure above the sentence is “*I see the world rotating all the time*”. The sentences is incorrect because word “*see*” as a main verb should be “*saw*” due to the story happens in a few weeks ago based on their essay about time signal. Afterwards auxiliary verbs is verb that connect a noun or adjective in the predicate. The most common auxiliary verbs are the forms of the verb “*to be*” such as am, is, are, was, were. The table above show that auxiliary verbs are the most errors in types of verb. For instance in students A the sentence is “*...that is everything in the world...*”. In this sentence student used linking verb “*is*” but in a wrong tenses because it happened in past so the correct sentences is “*...that was everything in the world...*”. In

students B essay there are two auxiliary verb errors, first sentences is "*There are many experiences..*" word "*are*" should be changed "*were*" and second sentences is "*.... is the experience in the boarding school*" word "*is*" should be changed "*was*" because of that experience in the past and already happening so verb to be used is verb 2, and the correct sentences is "*There were many experiences..*" and "*.... was the experience in the boarding school*". The error was also found in the sentence "*the trail is amazing...*" by student C In this sentence, the student should changed word "*is*" to be "*was*" so the correct sentences is "*the trail was amazing...*" because it happened in the past. Other example was found in student F essay, the sentences is "*There are so many visitor....*". The sentence is incorrect because *are* refers to verb 1 as a to be so the use of the word "*are*" should be replaced to "*were*" as an auxiliary verb for tenses related to the past.

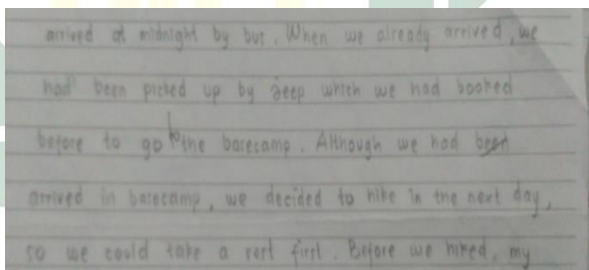


Figure 4.1.2 Example of error in main verb

Another example is "*We had been arrived in basecamp, we decided to hiked in the next day*" by student D. This sentence was incorrect because the student still add word "*been*" when students wrote a story of the event is already happend in the past so that includes in past perfect tense while the student add word "*been*" after had so that sentences belong to present perfect progressive tense whereas the correct

tense is past perfect tense no progressive tense. It expresses one past time before another past time. This sentences commonly used to indicate time that precedes a particular point in a past narrative and is often occurs in sentences containing dependent clauses in which the verb in the main clause is in the past perfect tense. So, the correct sentence is “*We had arrived in basecamp, we decided to hiked in the next day*”.

b. Conjunctions

The second error on grammatical aspect is conjunctions. Conjunctions serve to connect two or more clauses, phrases or words together to make longer construction. There are two types of conjunctions they are coordinating conjunctions this type is always to connect elements that share the same grammatical status and another one is subordinating conjunctions, this type is often joins two or more unequal clauses to one another.

Table 4.2

The error of conjunctions on grammatical aspect from student’s revised writing

Type of conjunction	Students	Errors Given Feedback	Repeated Errors after Feedback
Coordinating Conjunctions	A	But my father refused my wish and i said but the most misarable	But my father refused my wish and i said but the most misarable
	E	I went to holiday to Malang	I went to holiday to Malang

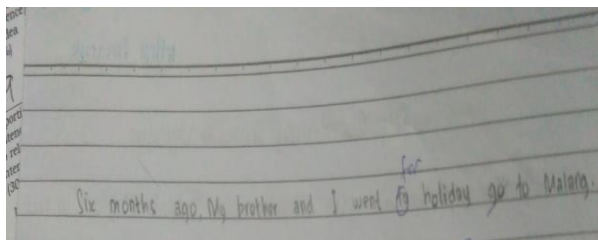


Figure 4.2.1 Example of error in conjunctions

Based on the table 4.2 only 2 students who repeat error about conjunction. The example of student's errors in coordinating conjunctions is *"I went to holiday go to Malang"* by student E. It is incorrect because in that sentence showing a purpose therefore conjunctions must be *"for"* and in that sentence need not a repetition word *"go"* / *"went"* so the correct sentences is *"I went for holiday to Malang"*. Another coordinating conjunctions error made by student A is the writing of *"But"* which is not allowed to be placed on the first of the sentence. It must be replaced by *"however"* because it can be placed on the first of the sentences so the correct sentence is *"However my father refused my wish and i was sad"* rather than *"But my father refused my wish and i was sad"*. Based on the table over there are only two errors repetition in a sentences dealing with coordinating conjunctions whereas there is no errors in subordinating conjunctions.

c. Pronouns

Another error made and repeated by students were pronouns. A pronoun is a word used in place of one or more nouns, it is used to refer a noun (called its antecedent) that usually comes before the pronoun or make writing clearer, smoother, and less awkward. There are several types of pronoun they are personal pronoun it is refer to people or things. Second is reflexive pronoun it is adding self or selve and demonstrative pronoun it is used to point out a specific

person or thing and last is possessive pronoun such as my, your, his, her and etc.

Table 4.3
The error of pronouns on grammatical aspect from student's revised writing

Type of pronoun	Students	Errors Given Feedback	Repeated Errors after Feedback
Personal pronoun	A	My experience made me sad. They was sad experience in 7 years old	My experience made me sad. They was sad experience in 7 years old
	B	After that i and my friends went to school	After that i and my friends went to school

Based on the table above 4.3 there are 2 students repeat their error in pronoun aspect. For example of error in pronoun is "My experience made me sad. **They** was sad experience in 7 years old" by student A. In this case students use "they" to appoint a pronoun but it is incorrect, the correct sentence is "My experience made me sad. **It** was sad experience in 7 years old" and a word "It" refers to sad experience.

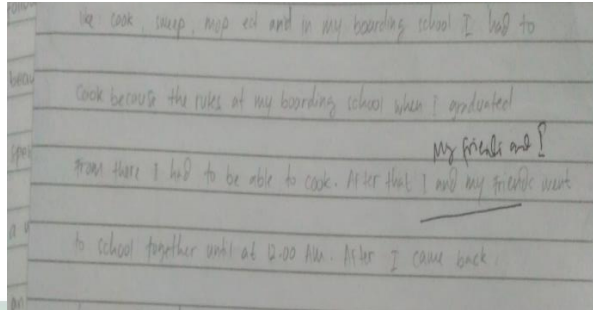


Figure 4.3.1 Example of error in pronoun

There was also found the errors in student B essay the sentence is “*After that i and my friends went to school...*” This sentence has an incorrect form due to the personal pronoun so the using “i” and “my friend” should be switched so the correct one is “*After that my friends and i went to school...*” . Another example of errors such as “*...clustering, freewriting, research and organizing that made it organize the ideas*” based on student L essay. Error are on the word “it” should be change “them” because it is refer to some of nouns such as “*clustering, freewriting, and organizing*”.

d. Determiners

Another error that made by students is determiner. Determiners are words placed in front of a noun to make it clear what the noun refers to. Determiners consist of a small group of structure words without characteristic form. Difinite article such as the, a and an are part of indefinite article and demonstratives such as this, that, those, and these.

Table 4.4
The error of determiner on grammatical aspect from student's revised writing

Type of determiner	Students	Errors Given Feedback	Repeated Errors after Feedback
Article determiner	A	Essay in <i>a</i> short and clear sentences	Essay in <i>a</i> short and clear sentences

While based on the table 4.4 above there is only one error made by student of G belonging to the definite article that is a sentence "*Essay in a short and clear sentences*". Article "*a*" is incorrect because the focus is on word "*sentences*" and it is plural. So, the writer must omit article "*a*". The correct sentence be "*Essay in short and clear sentence*"

e. Prepositions

Another error is preposition. Preposition is used in which two parts of a sentences are related to each other. It is always followed by a phrase containing a noun and need more than just themselves to answer the same questions. Preposition is classified into two categories they are common and compound prepositions.

Table 4.5
The error of prepositions on grammatical aspect from student's revised writing

Type of preposition	Student	Errors Given Feedback	Repeated Errors after Feedback
Common preposition	A	It was golden period for my father bussines it was <i>in the</i>	It was golden period for my father bussines it was <i>in the up state</i>

		<i>up state</i>	
	D	We had booked before to go the basecamp	We had booked before to go the basecamp

The research found on students A and D essay there were errors in common prepositions. The sentence is “*It was golden period for my father bussinesit was in the up state*” for the better meaning of the sentence it can be changed into “*It was golden period for my father bussinesit was on the top*” because word “*on*” and word “*top*” refers to golden period of students father at that time.

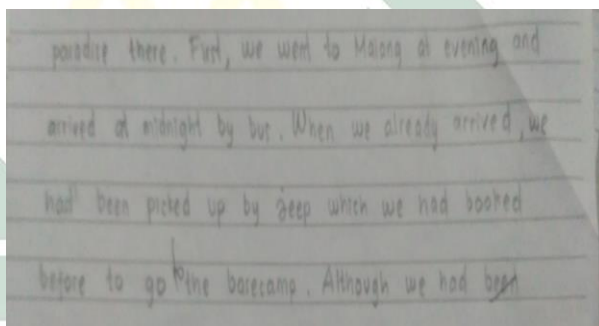


Figure 4.5.1 Example of error in preposition

Another example of error in the use of preposition is on student D essay, the sentence is “*we had booked before to go the basecamp*”. In this sentence, the student did not add an prepositions “*to*”. Because it was a prepositional common phrase to connect verb “*go*” and noun “*basecamp*” so that student should add “*to*” before noun to be “*we had booked before to go to the basecamp*”.

While in secondary category, based on the findings there is only error in aspect of number of some aspect of the other as a voice, mode and tense. From the data, it was found that the Number errors is one of the most common errors done by students.

a. Numbers

Number is an additional functional feature which denotes the contrast between “grammatical” singular and plural forms. The idea of countability is probably universal in the sense that it is readily accessible to all human beings and is expressed in the lexical structure of all languages.

Table 4.6
The error of number on grammatical aspect from student’s revised writing

Type of number	Students	Errors Given Feedback	Repeated Errors after Feedback
Singular	A	So many <i>experience....</i>	So many <i>experience....</i>
	B	because a <i>women</i> who take care of me	because a <i>women</i> who take care of me
	F	There are so many <i>visitor</i>	There are so many <i>visitor</i>
	G	Short and clear <i>sentence</i>	Short and clear <i>sentence</i>

On the student A the incorrect sentences is “*...because a women who take care of me*” This sentence was incorrect because the student used a word “*women*” that include as a prural while in the intention of students in the sentence is expressed in one woman who matter to him. So, the correct sentence is “*...because a woman who take care of me*” and the word woman as a singular. The abother

errors such as *“There are many experience like...”* by student B. In this sentence the student ignored the rule of number about singular and plural. For the plural noun if there is a word *“many”* it means countable noun so it must be the letter *“s”* or *“es”*. The correct sentence is *“There are many experiences like...”* the same error is also occurred in student F essay *“There were many visitor”* should be *“There were many visitors”*. The error was also found in the sentence *“From these step”*. As *step* is followed by the plural determines, the noun should be changed into plural form so that the sentence will be *“From these steps,...”*. Another example is *“so creating several sub topic ...”*. The sentence is incorrect word as the word *“several”* is a plural and a word *“sub topic”* must be the letter *“s”* be *“sub topics”* to make the correct sentence.

From the explanation above of the type of those errors above, it was found that the students were still committed and repeated errors on grammatical aspect of writing especially in tense, verb, number, pronoun, conjunction, prepositions and determiners. The errors tend to occur by some causes. To find out the causes, it needed to figure out the causes of those errors.

2. Causes of Repetitive Errors on Students Revised Writing

This research also needs an interview to gather the data or additional information from students which is also purposed to answer second research question. The researcher has done interviewing some students with five questions which related to the second research question.

The results of the interview is most students have difficulties on grammatical usage when doing an essay writing, as the first question of the interview session is about the most often errors done by students. The student C said :

“Sometimes when we want to write we have no idea and limited of vocabulary otherwise we just use daily language in writing however it should be use academic and formal sentences so we just write regardless of rules of grammar it can be because all of us has different background when we were in junior or senior high school”.

So, they get that difficulties because they do not master each parts of grammar and they also said that mostly in junior or senior high school only discussed about tenses not the whole parts of grammar because it would take so many times. Additionally, students also have lack vocabularies when they do a writing especially an essay or academic writing which requires formal language or sentences on each paragraph. When the topic of the essay is about daily activities, past experiences or something that they are in common, students will be easily do the writing but they use daily language which is less formal for essay writing, and they will also do the repetition of certain words because they have lack of vocabularies. For example, when the topic is about culture in a country, it must use the term of “culture” instead of “cultivating” because that term is for agriculture.

For the second question in interview the researcher found that another student has a difficulty on putting the correct verb, determiner on each sentence or phrase, and some others are sometimes confused when they have to use past, present, perfect, continuous, or future tense, because they think that grammatical parts are sometimes confusing depend on student B answer :

“Occasionally we know well about the patterns of present tense and a ver 1 but when verb have to changed to verb 2 some of us do not know what the correct patterns of verb in the past tense”

However, there are some students who do not have any difficulties on doing writing, because when they were in junior or senior high school they have already got that explanation of grammar. For example student C, she said :

“Maybe in my opinion, i have no difficulties in aspect of wrtiting because i know well about it in senior high school”.

The third question of the interview is about the feedbacks of lecturer and those feedbacks are understandable for students or not. It is found that sometimes students misunderstood with lecturer’s feedback. For example, lecturer gave a mark on the word “people” and then student is confused with the word “we” also, because the lecturer gave 2 marks on that words. So, student do not know whether “people” or “we” is the correct one. Student B state :

“In original draft we get teacher feedback, the teacher point out our errors but most of them do not really understand about what lecturer means so in revised draft they repeat their same errors”.

Then, the students’ revision yet to be corrected by lecturer, so students cannot learn if in the revision has another of the same mistake. In the other hand, some students are understand with lecturer’s means because they are directly ask to the lecturer if they got difficulty, but other students are afraid to ask, therefore it can create a misunderstanding among students and lecturer which it can affect students’ revision.

For the fourth question, the researcher found that most students when doing their revision are difficult on getting new ideas for the content or another argument which is suggested by the lecturer

and they are also doubt with their revision result based on the interview students A said :

“Sometimes I got confused of what the lecturer said and asked to change the errors that I made. The part that I always get confused is what I should change of my errors, because the lecturer does not give the clear clues. Then, it is quite confusing me and makes me think hardly. The difficulty is we have to think it again, do the rest from the beginning, and we do not know whether our revision is correct or not. We are doubt on it.”

The reasons why they are difficult on getting new ideas or new arguments, it is because the lecturer does not give any clue, the lecturer only ask the students to put or add another idea or argument. So, it makes students write anything what are on their minds, like doing free writing. Because of they have difficulties on getting new ideas, then write anything as what they want to write, it makes them do not expect much on their revision or it can be said that they are doubt with their work.

The last question is about the repetition errors which still done by the students. The researcher found why students still do the same errors depend on the interview the students C state :

“In my opinion we repeat the errors because we has no effort to find the correct one. And we has no source to write. So it can be a problem because so far as i know when we want to write and academic writing we have to has so mane references to improve our idea and argument especially in grammatical rules it is simple but has a big problem if we do not pay attention about it. Whereas, there are many ways on improving our capability, especially in acquiring many new vocabularies. we can read books as many as we can read, by reading we will find many new

vocabularies that we do not know before. If we do not like to read, we can listen to their favourite music and read the lyrics, or maybe we can watch our favourite movies with English subtitle. Or maybe to solve the problem by taking informal study such as taking an English course which only focus on English and its details. But, maybe they do not want to pay they can learn from YouTube.”

It means that they have less abilities on writing, no effort on improving writing skill, less vocabularies, and they let the wrong write whether they already know it is wrong or they do not know the correct writing.

Based on the interview, the researcher classified three causes that influence students' capability in writing, especially in doing the repetitive errors. The causes are found after the researcher analyzed the answers of the students who are interviewed, so, those all are from students' experiences. As below show the causes influencing students doing repetitive errors.

The first causes is student's lack of knowledge in grammar rules on students background in junior and senior high school. Based on students' explanation when doing the interview, some students said that they have difficulties on grammar and its details, so, it makes them difficult when they have to use past tense, present tense, etc. as in essay writing the tenses used in there are different and quite complicated for students if they do not have good mastery on grammar. It is found that students have difficulties on grammar because when they were in junior and high school they did not master on grammar. Sometimes, in the senior or junior high school the students can not get the point of teacher explanation about the material so it will give an effect in their grammatical rules.

The second causes is the mistakes by the students it self. On the second causes why students

still do the repetitive errors are because of themselves. They do not make any developments which make themselves changed in the better way, they have no effort to correct their errors and students are difficult on getting new ideas. For example, in the interview session, students C state that they have lack vocabularies and also grammar, in that cases it can be solved by students itself. They can read books as many as they can read, by reading they will find many new vocabularies that they do not know before. If those students do not like to read, they can listen to their favourite music and read the lyrics, or maybe they can watch their favourite movies with English subtitle. There are many ways on improving their capability, especially in acquiring many new vocabularies. Students C state that maybe the student can solve this case by taking informal study such as taking an English course which only focus on English and its details. So, they can be more focus on English and of course grammar because in English course students will be given very detail information about English skills, grammar, and many others, but if students do not want to pay more in taking an English course, they can learn through internet or YouTube and if they got some difficulties on understanding the explanation there, they can ask to their teacher at school or their lecturers for college students in the break time. Additionally, there are no excuses for not improving themselves to be better and not dependant on others.

For the last causes is because of student's lack of understanding on lecturer explanation in giving feedback. Some students said that they sometimes got misunderstanding with lecturer's means. It is because when the lecturer gave some directions or signs in the students' writing, it is sometimes clueless for students and they are afraid on asking about it. So, students did their revised writing sometimes with the same mistake or it is called as repetitive errors. In addition, students

also asked to their friends about the signs or feedbacks given by the lecturer, when their friends gave them suggestions they will do it on their revised writing, and then it may cause the same mistake again. Therefore, it is better for students to be not afraid on asking what lecturer's means instead of misunderstanding with the lecturer and do the repetitive error which can cause bad habit on their future writing.

B. Discussion

This section discusses the finding of the repetitive errors on students revised English writing. This study was conducted to investigate repetitive errors on student's revised writing in grammatical aspect and the causes of students repeat errors in their revised writing. In order to answer those questions, this chapter is divided into two main sections. They are student's repetitive errors in their revised writing and the causes of errors. In discussion section it is supported by existing theory to identify the similarity and differences of the finding of this current research with previous research and theories.

1. Student's Repetitive Errors in Grammatical Aspect of Writing

Based on the research findings above there were 5 students from 12 students who do not repeat an errors in their revised writing after getting feedback. This research was analyzed based on Lyons in Soetikno in all theory.³³ The researcher found most of the students do and repeat an errors in 6 aspect of grammatical rules and the errors are verb, pronoun, number, prepositions, determines, and conjunction from total 16

³³ Lyons John, "Pengantar Teori Linguistik". Translated by Sutikno, (Jakarta: Gramedia Pustaka Utama, 1995), 84.

aspect of grammatical in writing which are distributed into 3 category of rubric.

Data in the study show that student mainly repeated errors in verb. This indicates that students error are included in primary category. For the first type of repeated error that student made and repeated is verb. The researcher found that there are 5 out of 12 students who make mistakes in verb. Some of them do this errors in their original draft moreover repeat it in their revised writing. The example of error in verb such as sentences “*I see the world rotating*” and “*There are so many visitors*”. There are some previous study that related to this study. This finding is inline with the findings of Novi Hayu Trianasari in her thesis, the result of her study show that there are error in writing especially in syntactical error such as verb and preposition.³⁴ From this study the dominant error is syntactical error such as verb and preposition. Whereas verb is one of the important aspects of grammar in writing so that the writing can be understood and in accordance with the topic of writing, for example the topic used is telling about events that have happened in the past. but in fact based on the research there are still students who make mistakes in the verb aspect who still use present tense verbs, so that the verb is still a mistake that students still repeat. based on research conducted by Novi Hayu Trianasari verb is one of the grammar aspects that still causes students to make mistakes, moreover the results of this recent study also found the same results and this research focuses on student errors that are repeated even though they have received feedback by the teacher.

The second error is conjunctions. The researcher found that only 2 students who repeat error about

³⁴ Triana, N, *Interlanguage Errors Found in Recount Text Made by the First Semester Students of English Department of University Muhammadiyah* (2015), 45.

conjunction. The example of error in conjunction such as sentence *"I went to go to holiday"*.

The third error is numbers. Number is the most error that repeated by the student. There are 5 from 12 students do and repeat an error in number. For example in sentences *"so many visitor"* and *"there are so many experience"*.

Another error made and repeated by students were pronouns. Based on the finding there are 2 students repeat their error in pronoun aspect. For example of error in pronoun is *"my experience made me sad. They was sad experience in 7 years old"*.

The next error is determiners. while based on the result there is only one error made by student belonging to the definite article that is a sentence *"Essay in a short and clear sentences"*.

The last error is prepositions. The example of prepositions error such as sentences *"It was golden period for my father bussines, it was in the up state"* and sentence *"We had booked before to go to the basecamp"*.

Another previous study that related with the issue is study by Ayu Rizky Septiana in the result of the study show that there was no interaction between corrective feedback on writing accuracy and student' level of grammatical sensitivity.³⁵ Furthermore some of the student still repeat the same error however they have got feedback by the teacher. The results of research conducted by Ayu Rizky Septiana explained that there was no interaction between corrective feedback on writing accuracy and student' level of grammatical sensitivity. This is the same as the results of the present study that some students keep repeating errors in the same aspects even though they have received feedback from the teacher. On the other hand previous research focused only on corrective feedback

³⁵ Rizki, A, *Indonesian Journal of Applied Linguistics, Corrective Feedback and a Writing Accuracy*, (Vol.6 no 1, 2016), 1-11

while in the present study the teacher did not only use corrective feedback but the teacher used feedback in general not only limited corrective feedback. But the results of the research remain on the same path, namely there is no influence of teacher feedback in the results of English writing some students who keep repeating the same errors. This indicate student not acquired significance knowledge related to the use of the language is considered as the skill that should be mastered by a writer.³⁶

This finding confirm that errors commonly occurs in second language learning including English writing by Indonesian EFL learners.³⁷

2. Causes of Student's Repetitive Errors on Revised Writing

As this research talking about the repetitive errors made by students in their writing task, it will be any causes of them doing it. The causes can be from outside of students or from the students itself. Based on the finding above the reseacher found the causes of student repetitive errors by interview. The researcher has done interviewing some students with five questions which related to the second research question.

Based on the interview first causes student is about their background of English language and lack of knowledge about grammatical rules. Most students have difficulties on grammatical usage when doing an essay writing, The students get that difficulties because they do not master each parts of grammar and they also said that mostly in junior or senior high school only discussed about tenses not the whole parts of grammar because it would take so many times.

³⁶ Heaton J. Brian, *Writing English Language Test*, (New York: Longman Inc. 1989),135

³⁷ Ellis Rod, *Second Language Acquisition*, (Oxford: Oxford University Press. 1997), 100-107.

Additionally, students also have lack vocabularies when they do a writing especially an essay or academic writing which requires formal language or sentences on each paragraph. Dulay stated that error appeared from adult grammar which deviates from the native speaker.³⁸ It can be assume that students did errors because of their lack of knowledge through the rules of target language, so, it makes them did errors in many times and the same errors. In the other hand, there are some students who do not have any difficulties on doing writing, because when they were in junior or senior high school they have already got that explanation of grammar.

Second causes is students are difficult on getting new ideas and they have no effort to correct their errors on their first draft and they let the wrong write whether they already know it is wrong or they do not know the correct writing, the reasons why they are difficult on getting new ideas or new arguments, it is because the lecturer does not give any clue, the lecturer only ask the students to put or add another idea or argument and students have no many references to build an idea. So, it makes students write anything what are on their minds, like doing free writing.

Last causes is sometimes students are misunderstanding with teacher feedback. Then, the students' revisions yet to be corrected by lecturer, so students cannot learn if in the revision has another of the same mistake. Whereas feedback has a purpose to give some information to the students on their task or their process of learning and to make them become more understand.³⁹ So, it will be better for lecturer checking students' understanding on what he or she has said through the feedback, as known that the

³⁸ Heidi Dulay , Marina Burt, Stephen Krashen. *Language Two*. (Oxford: Oxford University, Inc,1982),37.

³⁹ D.Royce Sadler, *Formative assessment and the design of instructional systems, Instructional Science*, 119-144

function of feedback is giving some information and make students more understand on what they did whether it is true or not. Additionally, as students, they also must be active on collecting some missing information on the lecturer, because when they do not care or afraid to the lecturer they will miss some lecturer's means, therefore it creates misunderstanding. In the other hand, some students are understand with lecturer's feedback because they are directly ask to the lecturer if they got difficulty, but other students are afraid to ask, therefore it can create a misunderstanding among students and lecturer which it can affect students' revision.

This finding inline with the findings of Tindy Berlian Rasmanityah in her thesis, the result of her study show that the causes of errors made by student itself and giving feedback to students would be useful to help them to get through their problems however in giving feedback some of students are misunderstanding with teacher feedback.⁴⁰

⁴⁰ Berlian, T, *An Error Analysis in The Student' Writing of Report Text Made by Eleventh Grade at Sman 7 Kediri*, (2017), 40.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the analysis and the suggestion. The researcher presents the conclusion of the analysis result in conclusion part. While in the suggestion part, the researcher presents the suggestions for the students of English Teacher Education Department and for the further researcher. The researcher hopes that this research can be useful one day for people who read this thesis.

A. Conclusion

As it was stated in Chapter I, the objective of the study is to describe repeated errors made by student in their revised writing after being given feedback by the teacher and to explain why the students repeat errors in their revised writing in writing class of English Teacher Education Department of Sunan Ampel State Islamic University. The researcher analyzed the data based on the document checklist and interview guideline by Lyon John⁴¹ and Dulay, Burt and Krashen.⁴² Based on the previous chapter. From the finding it can concluded as follows :

1. Repeated errors made by student in their revised writing after being given feedback by the teacher

The findings indicate that the students still repeated the error in their revised writing however feedback has given by the teacher. Based on the document checklist result found from total 16 aspectgrammatical in writing which are distributed into 3 category of rubric, most of the students do and repeat an errors in 6 aspect of grammatical rules and the errors are verb, pronoun, number, prepositions, determines, and conjunction. Another findings also

⁴¹ Lyons John, "Pengantar Teori Linguistik". Translated by Sutikno, (Jakarta: Gramedia Pustaka Utama, 1995), 84.

⁴² Heidi Dulay, Marina Burt, Stephen Krashen. *Language Two*. (Oxford: Oxford University, Inc, 1982), 37.

showed from the 12 students there were 7 students who repeat errors in their revised writing after getting feedback. In the other hand all of the students do not make errors and repeat it in 10 aspects of grammatical rules.

2. The causes of repetitive errors on students revised writing

Based on the interview, the researcher classified three causes that influence students' capability in writing, especially in doing the repetitive errors. The first causes is student's lack of knowledge in grammar rules on students background in junior and senior high school it is influence in their English background. On the second causes why students still do the repetitive errors are because of themselves. They do not make any developments that make themselves changed in the better way, they has limited idea and no effort to correct themselves. For the last causes is because of the students are misunderstanding on lecturer feedback. Some students said that they sometimes got misunderstanding with lecturer's means.

B. Suggestion

Based upon the conclusion above, some suggestions are intended to the students of English Teacher Education Department of UIN Sunan Ampel Surabaya, lecturers and future researcher who have the same topic as this research. The suggestions are as follow:

1. For student

The result of the study will show them in what aspect in English writing they should pay more attention. By this way, the students are expected to increase their knowledge on the English grammar, thus they will be aware of the errors they made and sources of the errors.

2. For lecturers

The result of this study provides feedback for teachers of English Teacher Education Departments to build more student knowledge of English language, to better develop English writing skill and reduce errors. Teacher can give more straight forward feedback to assist student understanding on the point of the feedback.

3. For future researcher

The researcher has figured out about student's repetitive errors on student's revised after being given feedback by the teacher in writing class of UIN Sunan Ampel Surabaya. The researcher presents a suggestion for further researchers in conducting a next research which is still related to this research. There are many aspects of writing in students essay. The researcher only focuses on grammatical aspect in writing. Especially, the researcher only does the research on one topic of essays such as about past events text. For the next researchers who will take the same theme, they can do the research on the repetitive errors on another aspect in student's revised writing. Also, experiment or comparative study on type of feedback to reduce repetitive error. In addition, some weaknesses of this research can be a reference for future research in order to make a complete study about the topic of this research.

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