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CHAPTER 1

INTRODUCTION

1.1 Background of the Problems

Writing is a very important language skill to master. Writing is a learning tool or communication tool to convey ideas, feelings, or expressions in written form to readers and help them to understand and remember. This means that writing is one way to explore what is on our minds. Writing is one way to explore what is on our minds. According to Jahin (2012, p. 60) writing helps to open students' knowledge especially in English. Students strive to gain greater control over improving English writing achievement.

Writing is one of the achievement that occupies most English courses. One of the achievement in learning English is writing, you can start from writing sentences followed by writing paragraphs. To create a good paragraph, the writer must be able to organize ideas, sentence structure, punctuation, vocabulary, and even good spelling. Writing is an activity of expressing ideas and thoughts in written form, expressed in real terms on a piece of paper which can be a means of communicating with other people and makes readers understand the context of the writing as well as a tool for communicating with other people.

Writing is not a simple activity. Writing is a very long process because it takes effort to express thoughts and thoughts into a text. There are many stages of writing therefore it becomes a text that will be read by readers. Writing really teaches students how to think critically, writing even teaches students how to organize things well. Writing is considered perfect if students can draft, organize, edit, and finalize their

writing. Students must also be able to make their writing very organized and avoid words, sentences, or other aspects that could cause readers to feel confused or not understand.

Writing achievement are presented to convey messages to readers. Writing must explain something precisely and unambiguously. Writing has the aim of conveying ideas or thoughts in written form. Writing really requires mastery of vocabulary, spelling, grammar, equivalent content, timeliness, coherence. Therefore, writing is a achievement that is difficult to master. There are several some kinds of typical written texts written by students such as writing notes, stories, letters, memos, etc. This means that writing has a very important role in everyday communication. Through writing, people can express their own stories, experiences, events and ideas to each other.

Writing is a process that occurs over time, especially if we take into account the sometimes extended period of thought before drafting. This means that writing is one way to explore what is on our minds. Even though students master the language well, students experience difficulties when conveying ideas in written form. Therefore, writing is a achievement that is difficult for students to learn. Students have difficulty in writing in English in a good way. Students have difficulty expressing their thoughts and ideas into writing. Writing is one of the four skills that students must learn. In writing, students must be able to form simple sentences with correct paragraphs that are also grammatically correct. However, students make mistakes when they write sentences or paragraphs.

The learning objective that must be achieved in English subjects in writing achievement is that students have the ability to develop simple written texts in the

form of descriptive texts, recount texts, procedure texts, narrative texts, exposition texts, etc. Descriptive text is a type of text to describe people, places, objects and so on. With descriptive text, someone can easily convey feelings or describe something and provide simple information to other people.

Based on interview related to their writing achievement, conducted at April 30th 2024 toward students and English teacher subject in SMA Kemala Bhayangkari Kotabumi it was found that students writing achievement is still low. It is caused by several things. First, students tend to have a hard time mastering writing skills because students do not understand grammar because students have difficulties in defining subjects, predicates, objects and descriptions then students have difficulty defining the use of tense, and difficulty in determining the patterns of sentences. Second, students find it difficult to define good and correct vocabulary so students are afraid to make mistakes in writing because the students have vocabulary constraints and do not want to explore new vocabulary. Last, students also tend to be difficult in writing descriptive texts because students are difficult to put together a set of themes, formulate a purpose, dictionary, and sentence structure.

In addition, from students point of interview, it was found that first, students have difficulties in writing because they have vocabulary constraints that make it difficult for students to pour out and develop ideas in writing. Second, students have difficulty in using tense because students have trouble in creating sentence patterns, third, students have no motivation to learn the written language including spelling, reading marks, and word selection. Fourth, students have problems writing in descriptive text because the students have low writing skills. Last, the methods used by the teacher are less consistent with the characteristics of the student.

The pre-liminary results are supported by the following data that had been done on April 30th 2024 at the eleventh grade of SMA Kemala Bhayangkari Kotabumi. The table below is the students English score.

TABLE 1
THE DATA ENGLISH SCORES THE STUDENTS AT THE
ELEVENTH GRADE IN ENGLISH LEARNING OF SMA KEMALA
BHAYANGKARI KOTABUMI

No.	Interval score	Frequency	Percentage
1.	30 – 35	14	7,29%
2.	36 – 41	17	8,85%
3.	42 – 47	21	10,93%
4.	48 – 53	23	11,97%
5.	54 – 59	26	13,54%
6.	60 – 65	20	10,41%
7.	66 – 71	19	9,89%
8.	72 – 77	17	8,85%
9.	78 – 83	11	5,72%
10.	84 – 89	8	4,16%
11.	90 – 95	9	4,68%
12.	96 – 100	7	3,64%
	Total	192	100%

Source : The scores taken from pre-research of SMA Kemala Bhayangkari Kotabumi

Based on the above table, it can be concluded that out of the 192 student population there are 52 students who score between 72-100 or 27.05% have reached KKM, a total of 140 students who scored between 30-71 or 72.88% have not reached the KKM. This means that the achievement of student writing, especially descriptive text. Many students have difficulty learning English.

To overcome the above problems, there are many techniques that can be used in the learning process. One of them is the peer feedback technique, by using peer feedback techniques students are expected to be able to solve their problem related to writing achievement problem. Students will benefit from developing critical

thinking, student autonomy, and social interaction among students. With peer feedback, it allows students to receive more individual comments and provides opportunities to develop different language skills including English. Providing feedback from friends is actually considered beneficial for students because it makes students actively consider the writing process. That way, students who provide feedback from friends gain experience in finding problems in writing and even find strategies to revise their writing to make it better. Peer feedback will give students to do more writing practice with their friends.

Feedback is information that someone gives to another person to improve their performance by providing correction or assessment. Feedback can come from various sources such as teachers, peers, parents, etc. In writing, sometimes students make mistakes. Even though students master the language well, students experience difficulties when conveying ideas in written form (Adas & Bakir, 2013). Students' weaknesses in writing, especially writing English, are caused by lack of student motivation, low teacher skills in English, lack of writing practice, having limited vocabulary, sentence structure that is not well structured, and students not wanting to share their work with other students and their not getting appropriate feedback.

Students also have the opportunity to provide feedback on their friends' work, especially in writing, and can ask each other for opinions. Feedback from friends can provide a good alternative to teacher feedback. Maybe most students have anxiety in writing, but with this, students will have lower anxiety and higher motivation to learn. Feedback and writing are inseparable parts. Because writing needs feedback to get better. Feedback is given to students' writing so that they are aware of their writing whether there are errors in it. Peer feedback from friends

encourages students to participate in class activities and makes them less dependent on the teacher passively. Apart from that, implementing peer feedback can reduce writing worries and increase student confidence and build critical thinking.

Previous researchers have conducted research on peer feedback, for (Citra, 2017) “The Effect of Using Peer Feedback Technique on Students Achievement Writing Recount Text”. This research focuses on peer feedback in writing recount text to see whether there are differences found due to different types of writing and also differences in research objects Peer feedback has a more effective influence in improving students' writing achievement. Peer feedback techniques are considered important in improving the learning process of writing English as a foreign language. Peer feedback can make students more active with social support from friends and can increase their knowledge in writing. So, students will find it easy to express their ideas when writing English as a foreign language. By using peer feedback techniques, it is hoped that it can help teachers in teaching and improve students' writing achievement.

From the explanation above, researcher are interested and curious to know whether there is a positive influence of using peer feedback on writing ability in descriptive text. Therefore researcher conduct research entitled The Influence of Peer Feedback Toward Writing Achievement on Descriptive Text at The Eleventh Grade of SMA Kemala Bhayangkari Kotabumi Academic Year 2024/2025.

1.2 Identification of the Problems

The problems which can be identify from the background of study above are:

- a. Students have low ability in writing, especially descriptive text.
- b. Many students find it difficult to express their ideas.

- c. Students have low motivation and interest in learning English.
- d. Students have limited vocabulary.
- e. Students do not have confidence in their abilities
- f. Students do not understand grammar
- g. Students find it difficult to organize a series of themes, develop objectives, diction and sentence structure.
- h. Method that is used is not suitable with students characteristics.

1.3 Limitation of the Problem

Based on the problem identification above, researcher limit the problem into the influence of peer feedback toward writing achievement on descriptive text at the eleventh grade of SMA Kemala Bhayangkari Kotabumi Academic Year 2024/2025.

1.4 Formulation of the Problem

Based on the limitations of the problem, the researcher formulates the problem in research on this question “is there any positive influence of feedback toward writing achievement on descriptive text at the eleventh grade of SMA Kemala Bhayangkari Kotabumi Academic Year 2024/2025?”

1.5 Objective of the Research

Based on the formulation of the problem above, the objective of the research is to investigate whether there is positive influence of peer feedback toward writing achievement on descriptive text at the eleventh grade of SMA Kemala Bhayangkari Kotabumi Academic Year 2024/2025.

1.6 Uses of the Research

1. Theoretically

- a. This research can provide benefits in the English language teaching process, especially for writing descriptive texts using peer feedback techniques.
 - b. This research can support the theory related to the influence of using the peer feedback technique on students' ability to write descriptive text.
2. Practically, this research will be useful for various parties as follows:
- a. For teachers/lecturers

This research aims to provide teachers with an idea of what can make it easier for students to learn to write, especially in writing skills in English as a foreign language.
 - b. For students

After getting the results of this research, it will make the Indonesian language students' writing learning process better, especially writing in English.
 - c. For future researchers

The results of this research can be an additional reference for future researchers who are interested in conducting research with the same interests.