

CHAPTER II

THEORY REVIEW

In order to conduct this research, the researcher gathers some related theories with this research. Review of related theories consists of writing achievement in descriptive text, concept of peer feedback, frame of thinking, and hypothesis.

2.1 Writing Achievement in Descriptive Text

2.1.1 The Concept of Writing Achievement

Writing is the skill of expressing ideas, thoughts and feelings to other people in written form so that the meaning can be understood. (Candra, 2015), believes that writing is the entire series of a person's activities in expressing ideas and conveying them through written language to readers as intended by the author. (Yarmi, 2014), states that writing is not just a motor activity but also involves a person's mentality. This means that writing is the process of producing writing by expressing thoughts, thinking about how to express ideas into good writing and compiling ideas into a statement.

According to (Humairoh, 2022), writing is the process of visualizing a series of ideas arranged in written form. According to (Yunaika, 2017), writing is a communication activity in the form of conveying written messages to other people. Writing activities involve elements of the writer as the transmitter of the message, the message or content of the writing, the writing medium, and the reader as the recipient of the message. Meanwhile Megawati & Rahmawati (2019) stated that writing is an activity of expressing ideas, thoughts in written form on paper. The content in a piece

of writing reflects an idea for the writing. Because, writing allows thoughts, feelings and ideas to be written onto paper (Irmalia, 2016).

Writing skills are a very important skill for students, because students are required to be able to express ideas and thoughts. According to (Nunan, 2013) writing is a thinking process to find ideas, think about how to express ideas, and organize ideas into statements and paragraphs that are clear for the reader. Students must have sufficient vocabulary to communicate their ideas effectively and efficiently in oral and written form. Vocabulary use is closely related to writing ability. If in expressing ideas, either orally or in writing, students are not able to use the right words, then students do not know the meaning of certain words. This will result in students having difficulty understanding what they are reading or what to use when they speak and write.

According to Azizah (2016, p. 315) in writing achievement the author must master the topic of the problems to be discussed. Write and also the writer must master the vocabulary of writing. Students' writing achievement will be better if students master a lot of vocabulary and vice versa. Students can be said to have a large vocabulary if they understand the meaning of these words. This means that students' vocabulary mastery supports students' writing achievement. Writing is an activity carried out by language learners and is one of the productive skills. English writing skills are difficult skills because of their characteristics and methods. Characteristically, writing is considered a complex skill. Writing is not just an activity of transferring spoken language to written language, but a mechanism for the flow of ideas, concepts and knowledge produced by correct structure, coherent paragraphs and free from errors. Susanto (2016, p.24) writing is an ability to express ideas into written form. This is in

line with Hardis opinion (2013, p.3) that writing is an activity to convey something using language through writing with certain intentions and considerations to achieve something.

Based on the discussion above, Writing achievement is about the accomplishing goals of teaching and learning of writing, especially by effort, skill, courage, etc. it can be observed by seeing the students' ability in writing. Thus, writing achievement is the result of students' writing to know how successful the students have been in achieving writing and beneficial in students' improvement and cognitive change.

2.1.2 Process of Writing

Writing is not just a process that produces writing. According to Mhancon (2017, p. 17) states that writing is important for our personal experiences, professional careers, and social identities, but although we are often evaluated based on our control over it, its diverse nature always cannot be explained competently. There are several stages that must be done when you want to write good writing. These stages are pre-writing, drafting, and revising. At the pre-writing stage, they can use free writing, brainstorming, etc. with the aim of making it easier for students to get ideas.

Writing is an activity of expressing ideas and these ideas must be debatable and the writer must pay attention to formal aspects such as grammar, punctuation and spelling. When writing is not equipped with correct punctuation or spelling, the writing will be less meaningful and there will be many errors. According to Alfaki (2015, p. 40), writing is a process of thinking about ideas, thinking about how to put those ideas into good writing and compiling those ideas into statements. Writing is not just a one-step action. However, there are several processes that must be gone through to produce

excellent writing. When people write something, they have to know what to write and how they are going to write it. When they have ideas, they must be able to organize the ideas into a paragraph. When they finish writing, it doesn't mean the writing is finished, but they have to read it and make corrections. The process aims to produce perfect writing.

In writing, students must determine goals to produce good writing in English. According to Budiyo (2012, p. 54-55), divides the writing process into three parts, as follows:

a. Prewriting Stage (preparation)

The first stage is the pre-writing or preparation stage when preparing oneself, gathering information, formulating problems, determining focus, managing information, discussing, reading and observing what will be processed next.

b. Writing Stage

At the stage of writing English, the writer has determined the topic and purpose of the essay, collected relevant information, and created an outline for the essay, then is ready to write. The author develops the ideas contained in the framework of the essay, by utilizing material or information that the author has selected and then concludes. As we know, the structure of an essay consists of a beginning, body and end.

c. Postwriting Stage

This stage is the stage of refinement that the author produces. The activities consist of editing and repair (revision). Editing is checking and correcting written compositions such as spelling, punctuation, diction, sentence,

language style, and other writing conventions. Revision or improvement is more directed at checking and improving the content of the written essay. Revision is correcting mistakes made, the steps that can be taken include: re-reading what has been written, then if errors are found, whether in the form of spelling errors, sentence structure or semantic terms, then the mistakes made can be corrected.

Based on the explanation above, it can be concluded that there are several processes that students must carry out to determine goals so as to produce good writing.

2.1.3 Problems in Writing

Mistakes in students' writing often occur. Abbott et al., (2010, p. 43) mentioned that the complexity of writing involves the acquisition of new knowledge, assimilation, reflection, planning, production, adjustment, and a group of cognitive stages. Applying these processes can fail in anxiety and frustration if they are not well implemented Maghsoudi & Haririan (2013, p. 57). Therefore, there are several problems in writing, namely punctuation, spelling, misuse of tense, verbs, misuse of words and word choice, and capitalization, the explanation is as follows:

a. Punctuation

According to Geraldine in Rismianti (2015, p. 35) punctuation is the traffic signs that help the reader to arrive at the writers meaning. Not only punctuation is a mistake in students' writing, but there are also many sentence fragments, comma splices and run-on sentences. Sometimes what students write are long sentences that become full sentences without proper punctuation.

b. Spelling

According to Croft (2016, p. 75) spelling is part of mechanical component of writing that have role in writing. The most common writing problems found in students' writing are errors in spelling. They make spelling errors such as deletion of letters, additions, transpositions, substitutions, etc. For example, the words attactive (attractive), togetheir (together), favoritiet (favorite), famas (famous), etc. There are many spelling errors that occur in those words.

c. Misuse of tense

The next error occurs in misuse of tense. English has many possible tenses. And students often do not realize that there is a mixture of present tense and past tense in the same paragraph or sentence. According to Nugroho (2021, p. 55) tense is a change in the form of a verb to reveal an event that is closely related to the time of the event.

d. Verb

According to Husnunnisa (2023, p. 38) the verb is a part of the parts of speech that has a major role in the formation of clauses and sentences. Students are always taught to use verbs that must match the subject. However, mistakes often occur with verbs, they use plural verbs with singular subjects and vice versa.

e. Word misuse and word choice

According to Sumitro (2018, p. 72) word selection is the process or action of choosing a word that can express an idea accurately whereas word choice is the result of a process or an action of selecting the word. Students experience interference with their mother tongue in their writing. They often misuse translations from Indonesian to English. Students also make mistakes in choosing appropriate words or phrases so that they do not add any meaning.

f. Capitalization

Based on Andrian (2023, p. 49) capitalization refers to the peculiarity of the English language, where some words are written in capital letters, and the other words are written in small letters. Errors that often occur are also in capitalization. Especially the pronoun I & writing letters as uppercase and other lowercase according to certain rules.

Based on the explanation above, it can be concluded that there are several problems in writing, namely punctuation, spelling, misuse of tense, verbs, misuse of words and word choice, and capitalization. Therefore, great care must be taken in writing so that it is good and correct writing.

2.1.4 Types of Writing

There are several ways to differentiate types writing. The various differences can be seen from the aspects of form and method presentation, and motives for writing. According to Nurhadi (2017, p. 14) there are four types of writing, such as: narrative,

description, exposition, and argumentation. The following is an explanation regarding the type of writing:

1) Description

According to Hidayat (2019, p. 66), in writing descriptions, the words used are visual words such as taste, smell, and sound so that readers can see the places, people, or objects written by the author. The author wants the reader to be able to visualize in their mind what the author is describing.

2) Narrative

According to Pratiwi et al., (2017, p. 25), in narrative writing, telling a series of events arranged sequentially according to time sequence. Narrative itself is a type of writing that tells a story about an event.

3) Exposition

According to Lazulfa (2019, p. 30), in expository writing, the writer aims to explain, inform, define the subject matter so that the reader believes or does not believe in something.

4) Argumentation

According to Guci et al., (2018, p. 27), in argumentative writing, it can be designed with the intention of convincing someone that something is right or should be done.

Based on the types of writing above, there are four types of writing, namely description, narrative, exposition and argumentation. The most widely used type of writing is descriptive.

1.1.5 The Concept of Descriptive Text

Descriptive text is text that is used to describe something, be it a person, place, animal, object, or even event. The process of describing is carried out by mentioning characteristics, from giving names, classifying them, stating functions, traits and behavior. Descriptive text is writing that states the characteristics of an object as a whole, clearly and systematically, (Zainurrahman 2011, p. 45). Description text describes the taste, smell, or sound. Descriptive text can also describe moods, such as sadness, happiness, fear, and loneliness. In short, descriptive text is text that is used to describe a person, place, event, or object. So, in choosing the topic of discussion, it will be stated in a descriptive text structure that focuses on the topic sentence, supporting details and conclusions. According to Emilia (2011, p. 76), Descriptive text is a kind of text that has a purpose to give the information about something or someone. Because, this descriptiveness can impress and interest the reader.

Descriptive text has two general structures, namely identification and description. Identification contains the introduction of a person, place, animal, object, event to be described. Meanwhile, a description contains something such as an object, place, animal or person, its characteristics, shape, color or something related to what is being described. Descriptive text is writing that is used to describe something that can be seen, heard or felt directly by the reader (Zainudin, 2014). A descriptive paragraph is a type of written communication in which an object is described or written in detail, according to the actual situation of the object being described. Everything that is heard, smelled, seen and recognized occurs through the sense organs, which in turn are used to describe those things to be felt (Subarkah & Ma'ruf, 2020).

Based on the explanation above, it can be concluded that when writing descriptive text students can convey information to readers about describing something that has characteristics. Students must also know the generic structure of text so that it makes students find it easier to write descriptive text.

1.1.6 The Characteristics of Descriptive Writing Language

Descriptive text is a general text where it can be included to another text. According to Husna (2013, p. 65) descriptive text is a kind of writing that consists of description characteristics and definition of object or something. There are several forms of descriptive language as follows:

- 1) Using adjectives to describe nouns, for example: beautiful mountains, beautiful women, new houses, etc.
- 2) Use simple present tense. Use the simple present tense to express daily activities that are usually carried out. Formula: S + V1 + O. For example: he drinks coffee every morning.
- 3) Special participants, have a certain object. Examples: Marina Beach, Your House, etc.

Based on the form of descriptive language above, there are three forms of descriptive language, namely using adjectives, using simple present tense, and special participants. The most difficult form of descriptive language for students to understand is the use of simple present tense.

2.1.7 The Concept of Writing Descriptive Text Ability

The quality of students' language achievement depends on the quantity and quality of the vocabulary they have (Kurniadi, 2018). In writing good and correct descriptive

text, students must have mastery of vocabulary so that writing can be maximized. Without mastery of vocabulary, students will find it difficult to express ideas that will be described in writing. Mastery of vocabulary greatly influences the success of English descriptive text writing. In the aspect of writing achievement, developing vocabulary mastery is an important element. Student will have the greater achievement in writing if the student have more of vocabulary especially in writing descriptive text.

Writing skills as one of the language achievement contain various very complex elements, so not everyone can do this activity well (Cahyani, 2010). In writing descriptive text, students can convey information to the reader about describing something, someone, or a place that has characteristics from each other. Students must know the generic structure, linguistic characteristics of the text, because it makes it easier for students to write descriptive text so that the writing becomes good and good writing. The difficulties on generic structure of descriptive text consist of describing object in detail (Novita 2017, p. 41). The students have to organize their ideas into good paragraphs, the students have to make their writing readable. To write a descriptive text, the students can organize their ideas by identifying the topic and give the descriptions about the topic (Husna 2013, p. 57). So, the ability to write descriptive text is the ability to organize what you want to say and think using words, to describe something you want, such as people, places, animals, objects to the reader.

1.1.8 Concept of Writing Assessment

On the teaching of writing, an evaluation should be done to measure or to know the students' ability in writing. The effectiveness of a learning process of writing skill can be measured through an evaluation activity. According to Dalman (2015, p. 103-

104), there are several aspects which will be assessed in the form of writing, including: The suitability of the title with the content, Spelling usage and writing, Choice of words and diction, Sentence structure, Coherence between sentences (in terms of ideas), Cohesiveness between paragraphs (in terms of ideas), Full contents, Neatness.

Writing ability according to Nurgiyantoro (2010, p. 422-423) can be assessed by way of tests. In general, the activities of insiders produce language is not solely for the purpose of producing that language itself, but there is something to be communicated through language. The task of writing should not be solely the task of choosing and produce language, but how to express ideas by using written language appropriately. Assessment of writing, especially narrative essays should be carried out objectively and thoroughly. Application of analytical models according to Haris in (Nurgiyantoro, 2010, p. 306) with an analysis of essay elements. The elements in question are content (content, ideas put forward), form (content organization), grammar (grammar and patterns sentences), style (style: choice of structure and vocabulary), and mechanics (spelling). For practical purposes, each of these elements can be determined by weight.

The weighting of each of these elements is not the same, because equal weighting will be considered unfair. The assessment model carried out by experts experienced various modifications to facilitate researchers in conducting assessments. Modifications to the assessment of narrative essays are made to adjust the form assessment with the aspects that have been determined. Appraisal that carried out by these experts as a reference to determine appropriate assessment. As for the results of the modification of students' narrative writing consisting of content, organization, vocabulary, use of language, and mechanics. Content or ideas regarding the delivery

of information and creativity story development. Organization concerns the presentation of order, clarity telling stories, and conveying knowledge of information.

Vocabulary concerns the selection of vocabulary. Usage section language concerns sentence structure and sentence effectiveness use suggestions. The mechanical part contains word writing and usage adjusted punctuation with enhanced spelling. In principle, in writing descriptive text it is necessary to pay attention to several aspects that can be used as a benchmark for evaluating an essay.

TABLE 2
ASSESSMENT WRITING ABILITY

No.	Aspect Assessment	Indicator
1.	Content (ideas in the story)	Student are expected to be able to write the content ideas properly
2.	Organization (sentence structure)	Student are expected to be able organize the sentence structure correctly
3.	Grammar	Student are expected to be able uses rules of writing, combining words and constructing sentences correctly
4.	Mechanics (punctuation, spelling and capitalization)	Student are expected to be able uses an appropriate spelling, punctuation, and capitalization in writing
5.	Vocabulary	Student are expected to be able uses effective choise of word and word forms in writing

Source: Brown (2007)

2.2 Concept of Peer Feedback

2.2.1 Definition of Peer Feedback

Peer feedback is provided by students as equals and can be considered a form of formative assessment, as opposed to teacher feedback. The main difference between teacher and peer feedback is that peers are not domain experts, and not teachers. Friends' assessments may be partially correct, completely incorrect, or misleading.

Additionally, peer assessments are typically not considered “authoritative knowledge” by raters, leading to more reluctance in accepting peer assessments or suggestions.

However, peer feedback is very beneficial for students. Most feedback from teachers is simply accepted, but much of it is misinterpreted and even miscommunicated, whereas feedback from peers triggers discussions that make them more comfortable revising. (Carless, 2016, p. 1), states that the relationship between the feedback process and the results utilizes the benefits of feedback as a means to improve learning. In the context of writing, self-feedback involves activities in which students reflect on their own writing, and revise subsequent drafts, while peer feedback includes the practice of giving and receiving comments and suggestions from peers and making improvements that are ultimately accepted. According to Patchanet al., (2016, p. 88-89) feedback from oneself and friends is operationalized based on the amount, type and amount of feedback applied.

Peer feedback can also increase the frequency, reach, and speed of feedback for students. Although the accuracy may be lower compared to teacher feedback, it is acceptable to improve the follow-up of student progress especially in writing. Peer feedback is considered an important dominant tool in improving the learning process, especially in English writing. Students will not only get feedback from the teacher. They will also have the opportunity to provide feedback on their friends' work and ask each other for opinions.

Providing feedback in the writing process really helps students to improve their writing to become good writing. Because good feedback helps students understand their field of study and gives them clear guidance on how to improve their learning

(Orsmond et al., 2013, p. 44). Corrections made by peers in students' writing are an effort to provide feedback on their writing, because providing peer feedback in the writing process is one way to provide information regarding the strengths and weaknesses in students' writing.

Based on the explanation above, it is concluded that peer feedback can help students improve their writing skills and they are able to produce them with minimal errors and maximum clarity.

2.2.2 Type of Peer Feedback

Peer feedback has two types, namely direct and indirect feedback. Immediate feedback allows peers to provide corrections directly. For example, peers can underline incorrect or unnecessary words the student wrote and provide the correct words. They can discuss with each other about the wrong and right words in sentences. This can help students to recognize their mistakes and change them so that they become good writing. Meanwhile, indirect feedback allows colleagues and students to give each other indications that there are errors in their work without giving the correct words. For example, colleagues only underline or provide other signs that indicate mistakes made by students, and vice versa. Students who provide peer feedback gain experience in detecting problems, may become more aware of (types of) writing problems, and may discover different revision strategies, Patchan & Schunn (2015, p. 42).

Students who have low English proficiency may find that immediate feedback can help them make their writing better. Meanwhile, it is important for students who have a higher level of English proficiency to get indirect feedback as this helps them to build their abilities to become independent learners. Huisman et al., (2018, p. 55) stated that

students could improve their writing performances by receiving peer feedback. Additionally, Wu and Schunn (2021, p. 38) brought up that through peer feedback, students are engaged to quickly revise, edit documents, and improve their writing achievement, increasing their output production. So, having this type of peer feedback can help students build their ability to write well and correctly.

Based on the explanation above, it can be concluded that the existence of this type of peer feedback can help students build their abilities in writing good and correct writing. Students can give each other indications that there are errors in their work without giving the correct words.

2.2.3 The Effects of Peer Feedback

The peer feedback technique is one effective way to improve students' writing achievement, especially in writing English as a foreign language. This feedback process includes students taking different perspectives, comparing others' work with their own and assimilating new knowledge, which can be coherently referred to as reflective knowledge building (Van Popta et al., 2017, p. 68). Responding to student writing by peers plays an important role in the success of implementing the writing process, because students can exchange ideas without students being afraid of making mistakes. This peer feedback also has an influence in building students' self-confidence. Peer feedback also influences students in learning how to express their opinions. Therefore, peer response can be done effectively by asking students to respond to each other's texts in small groups or pairs. Once responses are given, students can begin evaluating their writing. Evaluating and correcting student writing is a technique used by students to provide feedback on their writing.

The benefit of applying peer feedback techniques for students is that it can improve communication skills between students because they give each other input, students also actively provide comments to each other in their writing, and improving students' English writing achievement. It provides students with a different perspective by comparing other partners' work, assimilating new information, offering reflective observations, and building knowledge through meaningful comments (Huisman et al., 2018). The peer feedback technique has a positive influence on students' writing abilities, because the use of this technique can improve students' writing abilities by providing input by peers and vice versa. Additionally, Wiggins (2012, p. 50) mentioned that feedback helps individuals achieve goals by improving the writing process. Collaborative writing advocates cooperative group work, highlights students' understanding's strengths and weaknesses, and generates a sharing atmosphere (Challob et al., 2016, p. 77).

According to Yan (2019, p. 59) mentioned that working in groups allows students to decrease anxiety and nervousness about writing and develop confidence in that achievement. The existence of a collaborative process that is formed in this case can have a positive impact in improving students' English writing achievement. This collaborative process shows that apart from improving students' writing achievement, the use of peer feedback techniques can also improve social skills between individuals. Feedback can be interpreted as any information or comments as a result of a behavior. Feedback can be in written or verbal form.

Peer feedback is provided by students as a form of formative assessment as opposed to teacher feedback. Taking a formative assessment perspective, the main

difference between teacher and peer feedback is that peers are not domain experts, and neither are teachers. As a consequence the accuracy of peer feedback varies. Peer assessments may be partially correct, completely incorrect, or misleading. In addition, peer assessments are usually perceived as authoritative knowledge, leading to more reluctance in accepting peer assessments or suggestions.

According to Yu and Lee (2016, p. 33), peer feedback is considered a great contribution to learn from peers developing a social and collective meaningful educational environment. Nevertheless, peer feedback can be beneficial for learning, which may be due to differences from teacher feedback, as the absence of clear knowledge authority changes the meaning and impact of feedback. Peer feedback can increase the frequency, reach, and speed of feedback for students. Although the accuracy may be lower compared to teacher feedback, this can be considered an acceptable trade-off for improving the follow-up of students' progress in improving their English writing achievement.

Based on the explanation above, it can be concluded that peer feedback can increase the frequency, reach and speed of feedback for students. Although the accuracy may be lower compared to teacher feedback, this can be considered an acceptable trade-off for improving the follow-up of students' progress in improving their English writing achievement..

2.2.4 Advantages and Disadvantages of Peer Feedback

According to Chaudron in Yunita (2014, p. 26), the advantages of peer feedback, claiming that:

- a. Despite the fact that the teacher knows more, peer feedback is considered more informative because it is generated at the students' level of development of interest.
- b. Students' attitudes can be enhanced by the socially supportive peers.
- c. Students' can improve their knowledge of writing and revision by looking critically at their colleagues drafts.

According to Rollinson in Yunita (2014, p. 26), the disadvantages of peer feedback, such as:

- a. For example, reading someone's work, developing comments, negotiating meaning, etc can be time-consuming.
- b. Some students may not be aware of the value of their peers giving them feedback on their own work.
- c. Result from their not being comfortable with the notion of receiving feedback from their fellow student.

2.2.5 Teaching Descriptive Writing Through Peer Feedback Technique

In the beginning of the research intervention, the teacher explain about the descriptive text. Then, explain how to do peer feedback and benefits it. The student make the pairs or group and discuss abaout the material especially in descriptive text. The student collect information abaout the descriptive text such as; characteristics, part, quality, etc. The student were encouraged to write paragraphs or essay and then they give feedback on each other's. Peer feedback may provide a welcome alternative to the teachers feedback, as well as offering a fresh perspective on the writing (Harmer in Citra 2017, p. 46). The student can share information through feedback each other

student. According to Laksana (2021, p. 30-31), teaching writing descriptive text should have practice, guidance, and feedback to be easy for students in writing descriptive text. In writing descriptive text, feedback will be significant in writing descriptive text precisely.

There are some principles which have to be considered when applying peer feedback (Hansen and Liu, 2005, p. 32-38). They can be divided into three parts:

Before peer feedback :

1. Plan when peer response should be introduced in the writing process. Then decide when to incorporate teacher comments in the writing process.
2. Discuss students prior experiences with peer response and group work. Then teacher create a comfortable environment for students to establish peer trust.
3. Select the mode of peer response and create purposeful and appropriate peer response sheets for a given task, genre, and purpose.
4. Model the peer response process and then give students enough time to become familiar with peer response Procedures. Let students decide on grouping and group rules.
5. Discuss strategies for turn-taking. Then provide students with linguistic strategies. After that, instruct students in how to ask the right questions. Then set up a mock peer response activity.

During peer feedback

Encourage students to negotiate meaning on the various peer comments and monitor students and group progress.

After peer feedback

Get students to list all of their comments on a piece of paper and then indicate whether they will revise based on each comment and why. Then link peer response to other classroom activities. After that re-group students in the peer response groups to read each others final draft. The last, discuss the peer response activity.

Based on the analysis above, it can be concluded that using peer feedback as a review for writing descriptive text will provide information about what should be increased and improved, by using this kind of feedback, students can have information for better writing. They will be encouraged and motivated. They will also grow confidence in writing because they can progress and develop a supportive atmosphere for writing descriptive text.

2.2.6 Procedure of Teaching Writing Theory Peer Feedback

The following use of peer feedback techniques that are important for improving student writing achievement (Rasiban et al., 2018, p. 302-303). Here are the procedure:

1. Teachers will explain about the understanding, benefits, and how to use peer Feedback techniques to students.
2. Teacher will give a task sheet and students will work the task sheets into a writing.
3. Students give draft of their writing to respondents who have authority to comment on the writing.

4. Students as respondents will give corrections through the previously provided comment sheet. Corrections can be comments, questions, and suggestions for the development of their writing.
5. Teachers will give instructions for respondents to correct very carefully and carefully so that the correction will be a good result.
6. Teacher will tell the respondent to give the meaning of symbols to correct the writing. It's done for students to exchange their minds and correct their mistakes.
7. Students review the writing based on the correction received from the respondents.
8. The revised writing will be evaluated by the teacher to ensure the quality of writing.
9. Teacher will ask the respondent to make a thorough conclusion for the correction result.
10. Teacher may request additional revision of the student if necessary.

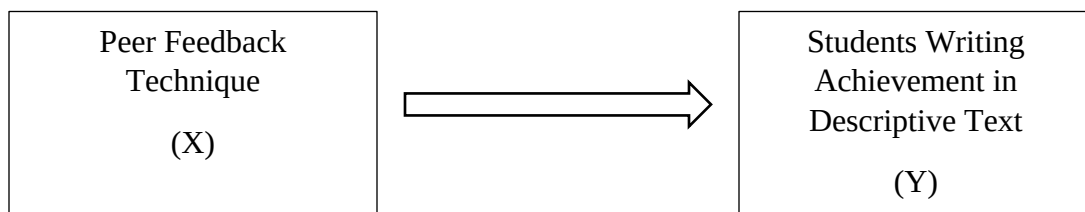
Based on the above procedures, it can be concluded that using peer feedback as a learning technique will give boost and motivation to students and provide information about what needs to be improved and refined to write better.

2.3 Frame of Thinking

This research consists of two independent variables. Variable (X) and variable (Y). The independent variable is peer feedback techniques and the dependent variable is descriptive writing. According to Arikunto (2010, P. 159) a variable is defined as something that varies from one thing to another. This peer feedback technique refers to

the involvement of students in the process of sharing their ideas and receiving and offering constructive comments and suggestions to improve a piece of writing. Peer feedback technique is a process of sharing ideas and receiving comments and suggestions to develop good writing. Therefore, teaching writing descriptive text is very important. The goal is to describe a person, thing, place or event so that readers can easily visualize the topic.

The researcher hopes that by using it with colleagues, the use of feedback techniques can make students interested in learning English writing skills, especially writing descriptive texts easily. Therefore, if the use of peer feedback techniques is good, then students' descriptive text writing skills will be very good. And if the use of peer feedback techniques is poor, then students' descriptive text writing skills will be poor. To further facilitate readers to understand this researcher made a chart of conceptual framework in accordance with the title of “The Influence of Peer Feedback Toward Writing Achievement on Descriptive Text at The Eleventh Grade of SMA Kemala Bhayangkari Kotabumi Academic Year 2024/2025.” Will be described in figure frame of thinking as follows:



2.4 Hypothesis

Hypotheses provide ways of collecting data, hypotheses can help researchers regarding data needs that are proven by researchers. Based on the theory and problem formulation, the researcher wants to make the following hypothesis:

- Null hypothesis (H_0): There is no positive influence of peer feedback technique toward writing achievement on at the eleventh grade of descriptive text of SMA Kemala Bhayangkari Kotabumi.
- Alternative hypothesis (H_a): There is a positive influence of peer feedback techniques toward writing achievement on at the eleventh grade of descriptive text of SMA Kemala Bhayangkari Kotabumi.