

## THE IMPLEMENTATION OF PEER TUTORING STRATEGY IN TEACHING WRITING AT THE TENTH GRADE OF SMAN 1 LEMAHABANG

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### ABSTRACT

Peer tutoring strategy is learning strategy where some students teach or help another student in learning process. The aim of this research were to know if peer tutoring strategy effective in teaching writing at the tenth grade of SMAN 1 Lemahabang and if there any positive responses from the students through the implementation of peer tutoring strategy in teaching writing. This research was quantitative research which used pre-expreimental research and the research design of this study was *The One-Group Pre-Test and Post-Test Design*. The researcher used two instruments of data collections The first instrument was test which covered pre-test and post-test. The second instrument was questionnaire. The population of this research was tenth grade of SMAN 1 Lemahabang, and X MIPA 1 as a sample of this reseach. This research focussed on recount text as the learning material of writing. After got the data of test, the writer used formula from McMillan (2001:620) to analysed its. The test result showed that there a significant result between  $t_{\text{account}}$  and  $t_{\text{table}}$ . Those were the score of  $t_{\text{account}}$  was 18,01 meanwhile  $t_{\text{table}}$  was 2,024. It can be concluded that the implementation of peer tutoring strategy was effective in teaching writing at the tenth grade of SMAN 1 Lemahabang. Through the questionnaire, the writer also knew that there were any postive responses from the students toward the implementation of peer tutoring strategy in teaching writing. Such as the most of students strongly agree and agree that strategy can help them to be easy in writing recount text learning.

Keywords : *Writing, Peer Tutoring Strategy, Recount Text*

### INTRODUCTION

Nowaday, writing is one of skill in English which is the most interesting for learners. If it is compared with another skills. Because writing is skill which the most correlate with human life, for example in speaking, not all learners use

English to communicate in their real life. But diffirent in writing, we can use English in writing everytime everywhere without limitation.

According to Richard and Renandya (2002) cited in Fauziati (2015 : 123) said that writing skill is the most

difficult skill for students to master it. Because not only to produce and manage idea, vocabulary, sentences, paragraph organization which are appropriate but also making idea which is readable text.

KTSP as a curriculum which still is applied by many schools in Indonesia. That curriculum provides writing as one of skills which have to be mastered by students. Genres of writing included in that curriculum are descriptive text, news item text, recount text, etc.

Curriculum 2013 also provides writing as one of indicators which students have to achieve. There are also some genres of writing which students have to master, those are announcement text, descriptive text, and also recount text which will be a focus in writer's study.

Base on the result of writer's observation in SMAN 1 Lemahabang on October. Some students of that school claimed that writing was the most difficult skill to be mastered. Lack in structure, lack in vocabulary, less practice, lack motivation are the biggest problems which be the reason why they were lack in writing. This condition was relevant with Richard and Renandya said above.

Students were interviewed by writer said that structure and vocabulary were problems for students in writing. Students said that they also were less practice in writing English at home and if they didn't understand yet the material, they didn't want to ask the teacher because they were shy. Their teacher also said like that, the students who asked the material in every meeting were the same students.

Peer tutoring is the strategy which writer choose for solving it. Peer Tutoring is effective strategy for students who learn English, it can gives advantages for both because the tutors are friends and their language will be easy to understand each other (Herrel & Jordan, 2004 : 218).

In peer tutoring strategy, teachers will choose some students who have good

ability in English, they will be tutors for their friends. The tutors not only have to teach but also have to lead their friends in discussion or learning. Thus, students can ask tutors about structure and vocabulary which they don't understand yet, there are no students who are shy to ask because tutor is their friend and friend's language is easy to understand. Duties of teacher are controlling the way of that learning, teacher has to ask the problems which the students face and teacher also has to give materials which the tutors don't know.

O'Sullivan and Cleary (2014) discussed peer tutoring in academic writing. The writers wanted to know whether peer tutoring in academic writing provide the way learning which could promote active and quality student engagement in writing academic module. The research method which the writers used was qualitative research and the data was collected by questionnaire and interview questions. The result showed that peer tutoring was clear to give impact on students' engagement in writing.

Arrand (2009) discussed the use of peer tutoring for improvement student's confidence, presentasional and professional skill. The background of the study is base on connection between peer tutoring and students' confidence may be implied in this research because that link has not been explored by the literature. The method which used are quantitative and qualitative research. The data is collected by interview and questionnaire. The result of before and after mentoring are ;

- 1) Self confidence before mentoring 46% after mentoring 76%
- 2) Presentation skill before mentoring 42 % after mentoring 78%
- 3) Professional skill before mentoring 66% after mentoring 74 %

Its mean that use peer tutoring can improve students' confident, presentasional and professional skill.

Whereas, S.R.,Brigitta (2012) discussed about using peer tutoring technique to improve student's reading comprehension in CAR (Classroom Action Research). The writer wanted to know if using peer tutoring technique to improve student's reading comprehension and describing what happened with the class when peer tutoring technique is conducted in reading class. The research method which the writer used are quantitative and qualitative. The writer used several technique. Those are observation, interview, questionnaire and test. The quantitative data were analysed by using descriptive statistic and the quantitative data were analysed by using constant comparative. The result showed peer tutoring can improve student's reading comprehension. The improvement could shown in their pre test and post test. The score of pretest was 56.83 and the score of post test was 68.58. Thus, using peer tutoring technique could improve student's reading comprehension.

Meanwhile, writer conducted this research used peer tutoring as a strategy in teaching writing recount text through experimental as research methodology. Writer also hoped that peer tutoring could be effective in teaching writing recount text and the students would give positive response as previous research which was conducted by Ide O' Sullivan & Lawrence Cleary, Karren Arrand and S.R.,Brigitta.

### RESEARCH QUESTIONS

1. Is the implementation of peer tutoring strategy effective in teaching writing at the tenth grade of SMAN 1 Lemahabang ?
2. Are there any positive responses from the students through the implementation of peer tutoring strategy in teaching writing?

### RESEARCH METHODOLOGY

This thesis was pre-experimental research. Pre-experiental research is one of kinds of quantitative research. The writer used the one-group pretest-posttest design. The population of this research was the tenth grade of SMAN 1 Lemahabang whereas the sample of this reseach was X MIPA 1. The writer used test which covered pre-test and post-test to answered the first research question. The writer also used questionnaire to answered the second reseach question.

### DISCUSSION AND RESEARCH FINDINGS

#### 1. Teaching Writing Through The Implementation of Peer Tutoring Strategy

Teaching English is difficult duty especially teaching writing because in writing skill, there are some subskills which students have to master its such as grammar and vocabulary. If they are lack in grammar and vocabulary, they will also face difficulties in writing.

Through the implementation of peer tutoring strategy in teaching writing recount text, the writer tried to prove that English is easy and fun.

The result of this research have proved that peer tutoring strategy is effective in teaching writing English. It could be seen from the improvement of pre-test score to post-test score of students' writing. And also the writer have proved that  $t_{\text{account}} = 18,01$  is higher than  $t_{\text{table}} = 2,024$ , it meant that peer tutoring strategy certainly is effective in teaching writing.

#### 2. The Students' Response Through The Implementation of Peer Tutoring Strategy

The writer had distribute the questionnaire to the students to knew if there were any postive response toward the implementation of peer tutoring strategy in teaching writing at tenth

grade of SMAN 1 Lemahabang. The writer used likert scale questionnaire with ten statements about response toward peer tutoring strategy. By giving scales from 1 until 5, the students gave their responses.

Base on the result of the data questionnaire, the writer proved that there were any postive responses which were given by students toward peer tutoring strategy, most of students strongly agree and agree with positive statements.

They claimed that peer tutoring strategy could make them to be easier in writing recount text learning. They also claimed that peer tutoring strategy help them to comprehend the materials of writing recount text. Those statements above were relevant with the statement which was stated by Adekoya and Olayate (2011), that peer tutoring strategy is learning strategy which can improve mastery, accuracy and fluency in content learning.

Thus, the writer concluded that peer tutoring strategy is effective in teaching writing especially writing recount text, and also there were any postive responses from students through the implementation of peer tutoring strategy in teaching writing. The more important thing in the classroom is the ability of the teacher to control learning itself (Misdi, M., Hartini, N., Farijanti, D., & Wirabhakti, A. , 2013).

## CONCLUSION

This research focussed on two research questions those were if the implementation of peer tutoring strategy effective in teaching writing at the tenth grade of SMAN 1 Lemahabang and if there any positive responses from the students through the implementation of peer tutoring strategy in teaching writing.

Base on the result of data analysis of pre-test and post-test, the writer knew that  $t_{\text{account}}$  (18,01) is higher than  $t_{\text{table}}$  (2,024). Therefor, the hypothesis (H0) was rejected and the hypothesis (H1) was accepted. Thus, the writer conluded that the implementation of peer tutoring strategy is effective in teaching writing at tenth grade of SMAN 1 Lemahabang.

The writer also dropped the questionnaire to answer the second research question that if there any positive responses through the implemntation of peer tutoring strategy in teaching writing at the tenth grade of SMAN 1 Lemahabang. Through the questionnaire, the writer knew that there were any positive responses from the students through the implemntation of peer tutoring strategy in teaching writing.

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