The Role of Peer Tutoring on Students' Writing Skills

M. Labib Al Halim

University of Billfath Lamongan

labibhalim27@gmail.com

ABSTRACT

This study aims to test the role of peer tutoring on students' writing skills, especially in writing recount text. This study used experimental research design. The subjects of this study were second grade students of SMPN 1 Turi Lamongan, East Java, for the 2020/2021 academic year. The subjects in this study were 50 students taken from class VIII A and VIII B, which were then grouped into experimental and control groups respectively. The data of this study were taken from student test scores which were held at the end of the study and were analyzed using Independent T-test analysis. The results of data analysis showed that there was a significant effect on the implementing of peer tutoring on students' writing skills. These results were obtained from the mean score of students' tests from each group. The control group got an average score of 69.40, while the experimental group got an average score of 76.20.

Keywords: Role, Peer Tutoring, Writing Skills

I. INTRODUCTION

Writing is somewhat unlike speaking which is learnt universally by human beings regardless any defects they might have. Literary products such as writing was the output of thinking, drafting and revising procedure that require specialized skills(Brown, 2005). Brown adds that the quality of writing provides vocabulary, grammatical, content, organization, and mechanical consideration such us spelling and punctuation. Writing, in fact, is naturally specific, learned behavior. People learn to write when they are members of an educated society, and usually only when someone teaches them. That is why not everyone can be a good writer based on academic standard.

Based on the results of observations were made during the writers perform activities of teaching, many students have not been able to package their idea and put it into their writing that is easy to understand the reader. Students tend to swirl to write a sentence related to the topic that they want. It was causing the text they write is not effective. For that reason , learning needs to be pursued by the teacher to create a learning atmosphere that allows the development of critical and rational thinking , giving students the opportunity to be free expression, and respect for differences of opinion(Halim, 2019).

Observations in the class indicated that the teacher noted several factors that influenced the mastery of the students' writing skills such as their creativity, emotional state, and motivation of students' internal factors and the method used in learning process from external factors. These factors influence the learning-teaching process that leads to these events: teacher-centered learning activities, passive learners, one-way (top-down) communication, and stressful students.

A teacher must be able to play their role in learning process in order to the learning process run well(Halim, 2020). The role of teacher in the classroom is as manager and mediator during the learning process. The teacher also has the responsibility to guide students' experiences toward self-directed behavior that does not make them dependent on the teacher. As a mediator, the teacher must have an

adequate knowledge and understanding of the educational media, since these are the communication tools that can make the learning process more effective. There are several techniques that teachers can use to stimulate the motivation of students so that they do not give up in writing.

The technique which is chosen must be techniques which make students have a great attention to follow the lesson material. If the students have given their all attention to the material, it must be sure that they enjoy and understand the writing text easily. Thus, the teacher should create creative method that can make students feel fun and free from the burden of the lesson. The quality of learning can be seen in terms of the process and the results. In terms of the process, learning is said to be successful and quality if all or at least most (70%) students are actively involved. While in terms of the results of the learning process is said to be successful if there is a positive behavior change in the students themselves or at least most (70%). In learning activities there are components that support each other, namely learning objectives, students, teachers, learning methods,

learning media, assessment and learning situations(Hamalik, 2006). These components must be able to be managed so that the learning process can run well.

In writing, the use of peer tutoring methods can be done by giving the opportunity to the students to express ideas that he has, provide input to the work of friends colleagues, receive feedback from friends, be open to their differences, and be responsible to the things that was written. Through peer tutoring, students are trained to give feedback to a friend, accept feedback from friends, accept opinion of friends, be open to friends' assessment, and being responsible to all things that have been done. The activities of giving each other input in the form of peer tutoring makes the learning process livelier, more conducive, and more challenging for students (Silberman, 2009).

Peer tutoring refers to students working in pairs to help each other with study material or to practice an academic assignment. Sani (Sani, 2013) states that peer tutors are learning assisted by a competent student to teach other students. Peer Tutoring has different characteristics from other

learning models, in this Peer Tutoring learning students are taught to be independent, mature and have a high sense of friendship, students are easier and more flexible in presenting problems encountered, making students less active be active and help students who are less able or less quickly accept lessons from their teachers.

II. Literature Review
Understanding Peer Tutoring

Cooperative learning is a learning model that gives students the opportunity to collaborate with small groups, aimed at exchanging opinions, sharing that hopes to improve student achievement and to strengthen relationships between groups and increase student self-esteem. It is strengthened by Halim on his article that the students work in group got higher achievement in writing than those worked individually(Halim, 2018).

Peer tutoring is the method of learning with the aid of a participant students who are competent to teach other students. This method requires students to actively discuss with fellow peers, or do group work with the guidance or direction of a competent friend(Salvin, 2010), whether the task is done at home or at school. Students assigned to be facilitators or mentors can carry out various roles as teachers, mediators, work themes, trainers, or role models(Huda, 2015). Students who act as peer tutors can show only one role or several roles at the same time depending on the responsibilities given by the teacher. Students who act as pure teachers can be involved in the preparation and delivery of information and skills, provide feedback and evaluation to other students who become their guidance. Peer Tutoring or peer tutors is a group of students who have completed the study material, providing assistance to students who have difficulty in understanding the learning material. That is, students who have finished learning or have more ability than other students according to the assessment of their teachers, then are trained to provide learning assistance to classmates. In this way students who have not been completed or who have difficulty understanding the learning material, will be motivated by friends who provide an explanation to him,

besides the language of peers is also easier to understand.

The use of the Peer Tutoring learning method is expected that each student is more open and exchanges communication between students with other students(Salvin, 2010), so it is expected to be able to practice communication skills. Another function is that with Peer Tutoring, students who are less active become active because they are not shy to ask questions and express opinions freely, so that fun learning will be created. Peer Tutoring learning methods will optimally meet the needs of students, and students will learn more fun because peer tutoring in the group will encourage and help individuals to learn and understand the material. The use of Peer Tutoring learning methods in teaching and learning activities involves students actively while the teacher is only as a facilitator, can provide a change in the learning independence of students so that it does not always depend on the teacher.

Peer tutoring method contains the same meaning as Peer Teaching. According to Robert E. Salvin(Salvin, 2010) explained that Peer Tutoring involves students to learn from each friend in a mutually beneficial way that involves the exchange of ideas and knowledge among students themselves. Students are involved in planning and implementing learning and doing assessments with group friends. The assessment results are a combination of formal assessments carried out by schools and teachers, self-assessment and peer evaluation.

Stages of Peer Tutoring

The stages of peer tutoring learning methods generally follow the following pattern:

1) The teacher identifies several students who have better abilities than their classmates to become tutors. the number of tutors is the same as the number of groups

2) The teacher trains the tutor in the material that will be studied by the class and explains the exercises and evaluations that will be carried

3) The teacher explains the subject matter concisely to all students and provides questions and answers.

4) The teacher gives the work to be done and the procedures for evaluating (self-assessment and

peer assessment)

5) Peer tutors help their friends doing the assignments and provide explanations about material that has not been understood by students in one group.

6) The teacher evaluates the learning process. The tutor assesses the work of his friends in one group and makes a report to the teacher. Students make self-assessment and peers follow the format provided.

Steps of Peer Tutoring

Peer Tutoring can be done with the following steps:

1) The teacher arranges groups. Each group consists of 3 to 4 people who have diverse abilities. Each group has at least one student who has a high ability to become a tutor

2) The teacher explains about how to complete the task through group learning with peer tutoring methods, authority and responsibilities of each group member, and provides an explanation of the task assessment mechanism through peer assessment

3) The teacher explains the subject matter to all students and gives the opportunity to ask questions if there is material that is not clear

4) The teacher gives an assignment with a note that students who have difficulty in doing the task can ask guidance from their friends who appointed as a tutor

5) The teacher observes learning activities and gives competency assessments.

6) The teacher, tutors and students provide an evaluation of the learning process to determine the follow-up to the next activity.

III. Research Method

Research Design

The research design used in this research was Quasi experimental. the main procedure in experimental research was giving the treatment to both of groups. Before giving the treatment, the pre-test was administered.

Participants

The research participants were two classes of eighth grades students at SMPN 1 Turi Lamongan. The

researcher selected two classes which has equal chance to be experimental group(Ary, 2012).

Designing the Writing Test

This test was intended to know the students' competence in writing recount text by using peer tutoring method. The writing test was given after finishing the treatment. The Scoring Criteria of the Students' Recount Writing were, *Grammar, Vocabulary, Mechanics, Organization, and Content*(Terry & Hughes, 1990).

Data Analysis Technique

Data analysis technique was conducted after administrating the test. The researcher used SPSS to find out the significant different score between experimental and control group. The researcher used independent T-test analysis to find out the comparison of students' average score both of groups.

IV.   Result and Discussion

Description of Pre-test

The researcher executed the pre-test in the same day with the same time duration. The researcher gave the time for sixty minutes to students to write recount text about students' experience in the last holiday. Descriptive statistics of pre-test could be seen on the table 1 below:

Table 1. Descriptive Statistics of Pre-test

	N	Min	Max	Mean	Std. Deviation
Control Class	25	50	80	63.60	9.631
Experiment Class	25	45	80	62.00	10.704
Valid N (listwise)	25				

The result represents that both of group have different mean score. The control class has higher mean score with 63.60, while the mean score of experimental class was 62.00. The details of students' score could be seen in chart below:

Chart 1. Pre-test Score

359
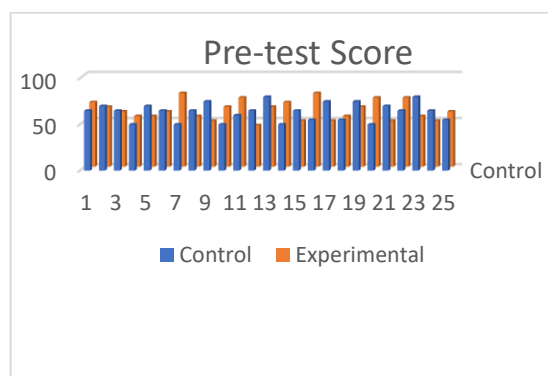
Description of Post-test

After administrating the treatment for each of group, the researcher administered the post-test. Post-test was also held in the same day with the same time duration. The purpose of conducting post-test was to know the success of doing an experimental by using peer tutoring methods. The researcher focused on the result of mean score gotten by each group. Descriptive statistics of post-test could be seen on the table 2 below:

Table 2. Descriptive Statistics of Post-test

	N	Min	Max	Mean	Std. Deviation
Control Class	25	55	85	69.40	8.818
Experiment Class	25	60	85	76.20	7.112
Valid N (listwise)	25				

The result on the table above represents that there was significant different of the mean score between control class and experimental class. The mean score of control class was 69.40. while, the mean score of experimental class was 76.20. From the results above, there was a large gap of the mean score between two classes. The details of students' score could be seen in chart below:

Chart 2. Pre-test Score
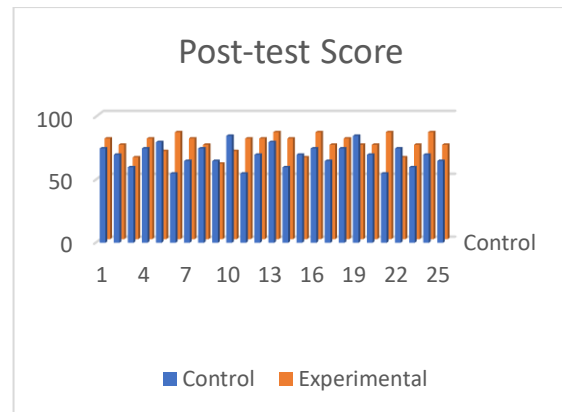
Independent T-test analysis

After having analysis of descriptive statistics and knowing the different of mean score between the two classes, the researcher began to analyzed the score by using independent t-test. It was conducted to know that peer tutoring has significant effect on students' score in writing, especially for writing recount text. Although the descriptive statistics of post-test indicated a big gap of the mean score between two classes, it could not be concluded that a big gap showed significant effect of the used of peer tutoring method. The result of independent t-test analysis could be seen on the table 3 below:

Table 3. Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
score Equal variances assumed	1.281	.263	-3.001	48	.004	-6.800	2.266	-11.355	-2.245
Equal variances not assumed			-3.001	45.941	.004	-6.800	2.266	-11.361	-2.239

The analysis represented that sig. (2-tailed) was 0.004. According latief (2011), if the sig. (2-tailed) was lower than 0.05, it indicated that the trial of the method was success. Thus, the researcher could conclude that the trial of the used of peer tutoring method affects significantly on students' writing achievement especially for writing recount text.

V. Conclusion

Based on the research findings, it represented that the trial of peer tutoring method affects significantly on students' achievement. the effect could be seen from the significant different score on descriptive statistics of post-test score. Thus, the researcher could conclude that generally peer tutoring was an effective method to teach writing for the eighth-grade students of SMPN 1 Turi Lamongan, East Java, Indonesia, academic year of 2020/2021.

References

Ary, D. (2012). *Introduction to Research in Education (8th edition)*. Wadworth, Cengage Learning.

Brown, H. D. (2005). *Language Assessment Pronciples and Classroom Practices*. Logman. https://doi.org/10.1017/CBO978 1107415324.004

Halim, M. L. Al. (2018). The Effectiveness of Pair Work and Group Work on Students' Achievement in Giving Writing Task. *JALIE: Journal of Applied Linguistics and Islamic Education*, *02*(02), 225–253. https://doi.org/https://dx.doi.or g/10.33754/jalie.v2i2.181

Halim, M. L. Al. (2019). INCREASING ENGLISH

ACHIEVEMENT THROUGH TWO STAY- TWO STRAY (TS-TS) METHOD. *KARANGAN: Jurnal Kependidikan, Pembelajaran, Dan Pengembangan, 01*(02), 102–109.

Halim, M. L. Al. (2020). *Modifying Domino Cards To Increase Students ' Understanding of the Use of Possessive Adjective At Junior High School. 02*(01), 71–79.

Hamalik, O. (2006). *Proses Belajar Mengajar*. PT. Bumi Aksara.

Huda, M. (2015). *Cooperative Learning*. Pustaka Pelajar.

Salvin, R. E. (2010). Cooperative learning. In *International Encyclopedia of Education*. Nusa Media. https://doi.org/10.1016/B978-0-08-044894-7.00494-2

Sani, A. R. (2013). *Inovasi Pembelajaran*. Bumi Aksara.

Silberman, M. . (2009). *Active Learning : 101 Strategi Pembelajaran Aktif*. Pusaka Instan Madani.

Terry, R. M., & Hughes, A. (1990). Testing for Language Teachers. *The Modern Language Journal, 74*(3), 383. https://doi.org/10.2307/327632