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## The Role of Peer Tutoring on Students' Writing Skill

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### ABSTRACT

*This study aims to test the peer tutoring method on students' writing achievement, especially in recount text writing lessons. This study uses experimental research methods. 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 the analysis show that there is a significant effect of the application of the peer tutoring method on student achievement in writing recount text. These results are obtained from the average value of students obtained 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 Tutor, Writing Ability

## **I. INTRODUCTION**

Writing is somewhat unlike speaking, which is learned universally by human beings regardless of their defects (Aziz, 2019; Maulidah & Aziz, 2020). Literary products such as writing were the output of thinking, drafting, and revising procedures requiring specialized skills (Brown, 2005). Brown adds that the quality of writing provides vocabulary, grammatical, content, organization, and mechanical consideration such as spelling and punctuation. Writing is a naturally specific, learned behavior. People learn to write when they are members of an educated society, usually only when someone teaches them (Muhsin & Aziz, 2020). That is why not everyone can be a good writer based on an 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 to be 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, allowing students 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 students' writing skills, such as their creativity, emotional state, and motivation of students' internal factors and the method used in the learning process from external aspects. 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 play their role in the learning process to the learning process run well (Halim, 2020). The role of the teacher in the classroom is as manager and mediator during the learning process. The teacher also has the responsibility to guide students' self-directed behavior experiences that do not make them dependent on the teacher. As a mediator, the teacher must have 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 students' motivation so that they do not give up on writing.

The chosen technique must be techniques that make students have excellent attention to follow the lesson material. If the students have given all attention to the material, they must be sure that they easily enjoy and understand the writing text. Thus, the teacher should create a 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 at this rate, most (70%) students are actively involved. In terms of the learning process, results are said to be successful if there is a positive behavior change (70%). Some components support each other in learning activities, 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, peer tutoring methods can be used by allowing 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 opinions of friends, be open to friends' assessment, and be responsible for all things that have been done. The activities of giving each other input in the form of peer tutoring make 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, students are taught to be independent, mature, and have a high sense of friendship, students are more accessible and more flexible in

presenting problems encountered, making students be active, and help students accept lessons from their teachers.

## **II. Literature Review**

### **Understanding Peer Tutoring**

Cooperative learning is a learning model that allows students to collaborate with small groups, aimed at exchanging opinions and sharing that hopes to improve student achievement and strengthen relationships between groups and increase student self-esteem. Halim strengthens it in his article that the students who work in a group achieved higher writing achievement than those who worked individually(Halim, 2018).

Peer tutoring is the learning method with the aid of participant students who are competent to teach other students. This method requires students to discuss with fellow peers actively, or do group work with the guidance or direction of a competent friend(Salvin, 2010), whether the task is done at home or 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 simultaneously, 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, assisting students who have difficulty understanding the learning material. Students who have finished learning or have more ability than other students according to their teachers' assessment are trained to provide learning assistance to classmates. In this way, students who have not been completed or have difficulty understanding the learning material will be motivated by friends who explain them. 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 practice communication skills. Another

function is that with Peer Tutoring, less active students 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 learn and understand the material. The use of Peer Tutoring learning methods in teaching and learning activities involves students actively. At the same time, the teacher is only a facilitator, can provide a change in the learning independence of students so that it does not always depend on the teacher.

The peer tutoring method contains the same meaning as Peer Teaching. According to Robert E. Salvin(Salvin, 2010) explained that Peer Tutoring involves students learning from each friend in a mutually beneficial way that consists of exchanging ideas and knowledge among students themselves. Students are involved in planning and implementing learning and doing assessments with group friends. The

assessment results combine formal evaluations 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 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 do the assignments and explain the material that students in one group have not understood.
- 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 capacity to become a tutor
- 2) The teacher explains how to complete the task through group learning with peer tutoring methods, authority, and responsibilities of each group member and describes the task assessment mechanism through peer assessment
- 3) The teacher explains the subject matter to all students and allows asking questions if there is the 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 evaluate 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 primary procedure in the experimental study was giving the treatment to both groups. Before delivering 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 with an equal chance to be the experimental group (Ary, 2012).

### **Designing the Writing Test**

This test was intended to know the students' competence in writing recount text using peer tutoring. 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 different significant scores between the experimental and control group. The researcher used independent T-test analysis to compare students' average scores in both groups.

**IV. Result and Discussion**

**Description of Pre-test**

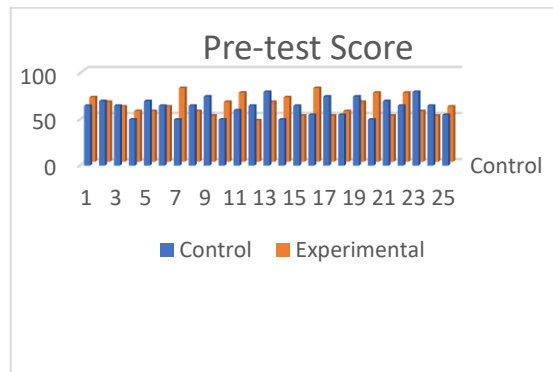
The researcher executed the pre-test in the same day with the same time duration. The researcher gave students sixty minutes to write recount text about students' experience in the last holiday. Descriptive statistics of the pre-test can be seen in Table 1 below:

**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 groups have a different mean score. The control class had a higher mean score of 63.60, while the mean score of the experimental class was 62.00. The details of student's scores can be seen in the chart below:

**Chart 1. Pre-test Score**



**Description of Post-test**

After administrating the treatment for each group, the researcher administered the post-test. Post-test was also held on the same day with the same time duration. The

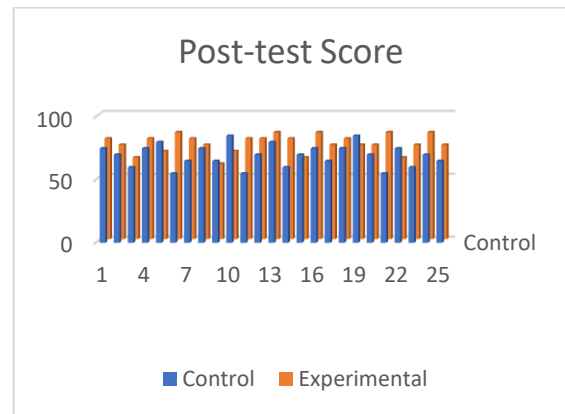
purpose of conducting a post-test was to know the success of experimenting by using peer tutoring methods. The researcher focused on the result of the mean score gotten by each group. Descriptive statistics of post-test could be seen in table 2 below:

**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 table above represents a significant difference in the mean score between the control class and the experimental class. The mean score of the control class was 69.40. in contrast, the mean score of the experimental class was 76.20. From the results above, there was a large gap in the mean score between the two classes. The details of student's scores can be seen in the 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 | 1.281                                   | .263 | -3.001                       | 48     | .004            | -6.800          | 2.266                 | -11.355                                   | -2.245 |
|       |   |      | -3.001                       | 45.941 | .004            | -6.800          | 2.266                 | -11.361                                   | -2.239 |

The analysis represented that sig. (2-tailed) was 0.004. According to latief (2011), if the sig. (2-tailed) was lower than 0.05, which indicated that the trial of the method was a success. Thus, the researcher could conclude that the trial of the peer tutoring method significantly affects 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 significantly different score on descriptive statistics of the 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, in the academic year of 2020/2021.

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