

CHAPTER I

INTRODUCTION

This chapter is an introduction of research paper. It covers background of the study, research questions, research purposes, research significances, rationale, hypotheses, and previous research.

A. Background of the Study

Writing plays an important role in English language education. Especially, in Indonesia, English is used as the second language. It has been taught from kindergarten, elementary school, junior high school, senior high school and university right now.

Writing is not a simple process but it is a complex activity that makes it difficult. Before writing, of course, the writers should have an idea about what are they going to write. In fact, some students are still difficult to find an idea. They stuck when they don't know the meaning of vocabularies. Those are the reason of their laziness in writing.

As an evidence, based on the observation, minimum criteria of mastery learning (KKM) in teaching practice was average 70 of English subject. It was conducted on September until November 2017 at the 10th grade of Science in SMAN 26 Bandung, there were problems in writing skill, especially for students in the 10th grade of science 1, science 2, science 3, science 4, and science 5. There are some students who sometimes complained that writing is difficult because of some differences between Indonesian and English such as structural and grammatical elements. The students need to translate the meaning from

Indonesian to English or English to Indonesian context. Another proof, the students were asked to write a holiday plan by using conventional method. It appears that they misspell in writing the text. For example:

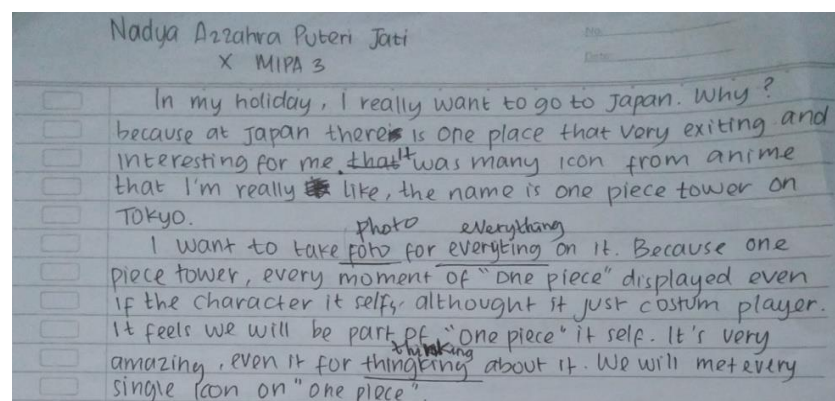


Figure 1.1

Based on the example above, there are some incorrect words in writing text (foto – photo, everyting – everything, and thingking – thinking). Those are because the students just listening what the teacher said without knowing how to write it clearly. The researcher has to provide the best solution to help students in the teaching learning. It is situated at the media or method of teaching. Furthermore, peer tutoring strategy is used as the solution to make easy students' writing skill especially in writing a recount text.

Peer tutoring strategy is a technique that is used in students' learning ability. It is used to guide, to develop, to explore someone's knowledge in sharing with others. This strategy can make the students are more active and interactive. Therefore, this strategy gives the beneficial for students. They have a chance to be both the tutor and tutee.

Many researchers are very interested to conduct a research in this topic. It relates to Miravet, Ciges, and Garcia (2013) about how to reciprocal peer tutoring as the technique at University. The result is about the students were more capable of and competent in helping their fellow students. Another research is conducted by Zeneli, Thurston, and Roseth (2015) about how to Influence of Experimental Design on the Magnitude of the Effect Size Peer Tutoring for Elementary, Middle, and High School Settings, but with different students' level like elementary, middle, and high. There is also a research about the effect of peer tutoring technique in University Students' on speaking skill and speech self efficacy by Yurt and Aktas (2016) that states peer tutoring had positive attitudes. According to the result, peer tutoring was able to develop students' on speaking skill and speech. Therefore, this research focuses on **students' writing skills in recount text by using peer tutoring technique at Senior High School.**

B. Research Questions

This paper gives one strategy to develop students' writing skill about writing a recount text in Senior High School. Therefore, the research questions can be formulated follows:

1. What is students' writing skill in recount text with using peer tutoring strategy in senior high school?
2. What is students' writing skill in recount text with using grouping strategy in senior high school?
3. How significant is difference of students' writing skill in recount text between with using peer tutoring strategy and using grouping strategy?

C. Research Purposes

Based on the questions formulated above, the aims of the study are:

1. To expound students' writing skill in the recount text with using peer tutoring strategy in senior high school.
2. To explain students' writing skill in the recount text with using grouping strategy in senior high school.
3. To realize how significant is difference of students' writing skill in recount text between with using peer tutoring strategy and using grouping strategy.

D. Research Significances

The present research is believed to have several significances for theoretical and practical benefits, as follows:

1. Theoretical benefit

Theoretically, the result of this study might give a lot of information in teaching technique and improve the students' in writing ability, especially in writing a recount text by using peer tutoring strategy.

2. Practical benefit

Practically, the students can write the information or some experiences into one story based on structural and grammatical elements. It is provided the description of how peer tutoring can be used as a technique of teaching in developing students' writing motivation, especially for high school students.

E. Rationale

Writing is one of the language skills. There are four skills of the languages which consist of speaking, listening, reading, and writing. Through writing, people can inform others, carry out the transaction, persuade, infuriate, and tell what they feel. There are three characteristics in writing a good text or paragraph, namely: 1) Coherence (when the supporting sentences are ordered according to a principle), 2) Cohesion (when the paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence), 3) Unity (all the supporting sentences should relate to the topic sentence), (Boardman: 2008).

Recount text, basically, is written out to make a report about an experience of a series of related event (Knaap, 2005). A recount is written out to inform an event or to entertain people. Recount text is text function as for telling an incident in the past. Recount is to tell “what happened”, and it has a social function. The purpose of a social function is to retell an event with a purpose to inform or entertain the readers (Siahaan and Shinoda, 2008). It means students can improve their writing skills by using a recount text.

To construct writing a recount text, Boardman (2008:287) stated that the steps for constructing of written recount text are: 1) The First paragraph that gives background information about who, what, where and when. It is called on orientation, 2) A record of events usually recounted in chronological order, named; event 1, event 2, event 3, 3) A personal comment and or evaluative remarks, which are interspersed throughout the record of events named

evaluation, 4) A reorientation which “rounds off “ the sequences of events or retell about what happened in the end.

Furthermore, the teacher in the classroom needs to have effective strategies to teach a recount text. This strategy is used peer tutoring. Peer tutoring is the process in which a pre-trained successful student teaches a concept or skill to another student or to a group of students under the leadership of the teacher (Gearheart, 1992). Peer tutoring is often referred by educators as it increases the learning rate, contribute to social skill development, develop a range of other skills, and provide emotional benefits to the students (McKellar, 1986; Ayvazo and Aljadeff-Abergel, 2014). The students both improve their friendly relations and assist each other in learning thanks to the group studies they perform within the scope of peer tutoring. When studying together, using more similar and clear utterances positively affects the success of the peers (Karakoc, 2002). In addition, peer tutoring contributes to student motivation towards courses besides developing discussion, expression and interrogation skills (Topping, 2011).

Based on the explanation above, this research in developing students' writing skill is decided to be employed in teaching-learning process. This research used two kinds of variable, the first is students' writing skills using peer tutoring strategy as the X variable, and the second is recount text as the Y variable. Therefore, to use peer tutoring strategy in this research, the researcher has a scheme, as follows:

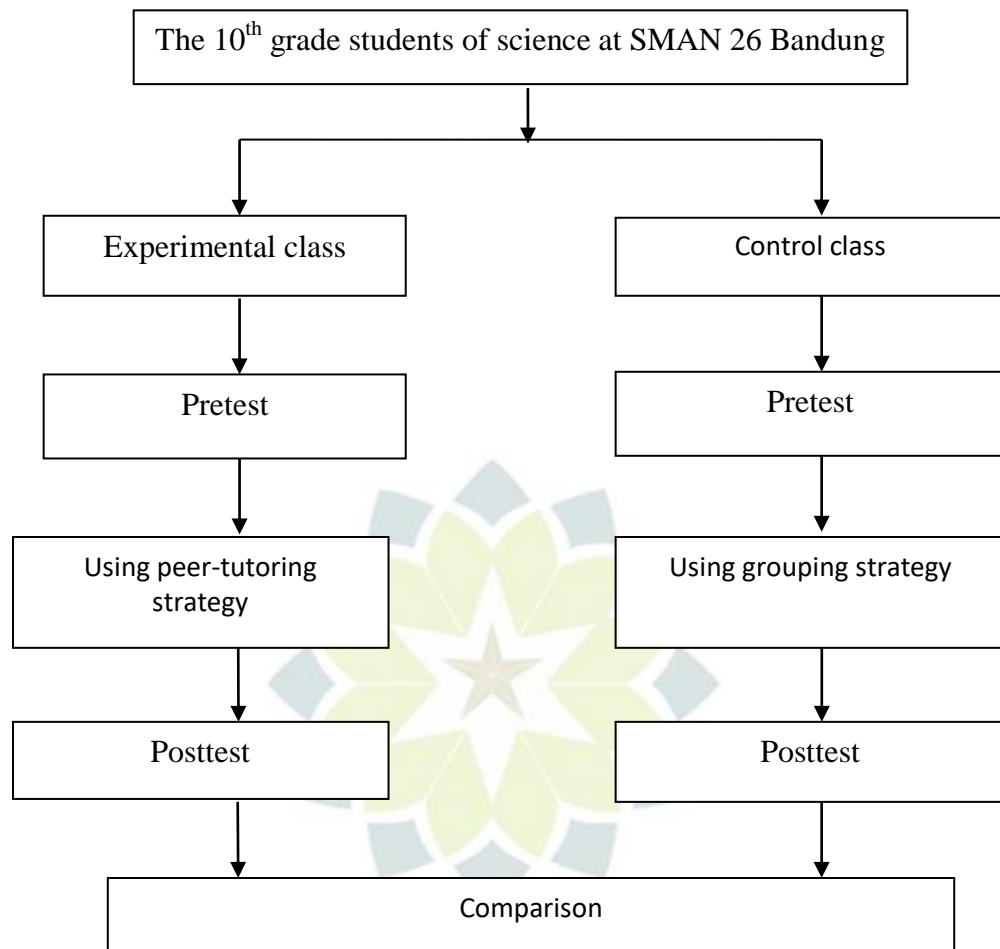


Figure 1.2 Steps of Research

Based on the scheme above, this research examines two classes, named experimental class and control class. The experimental class is using peer tutoring strategy on teaching writing, and control class with using grouping strategy. Both classes are given same material. The material is about recount text. The purpose of this research is to identify if the technique is effective in writing a recount text or not.

F. Hypotheses

According to Creswell (2012), hypotheses are statements in quantitative research in which the researcher makes an estimation or prediction about the

result of the relationship among characteristics. It means hypotheses will be predicted the research.

Based on the statement above, the hypotheses of this research are:

1. H_0 is accepted if $Asymp.Sig < 0,05$: it means that there is no significant difference in students' writing skill by using peer tutoring strategy.
2. H_a is rejected if $Asymp.Sig > 0,05$: it means that there is a significant difference in students' writing skills by using peer tutoring strategy.

G. Previous Research of the Use of Peer Tutoring Strategy

There are many researchers that related to the topic of the study. The first research is carried out by Miravet, Ciges, and Garcia (2013) which was entitled An Experience of Reciprocal Peer Tutoring at the University. The research was carried out in the Primary Education Speciality of the Teacher Training degree at the Universidad Jaume I (UJI). The research is used peer tutoring but it focuses on groups. The students enrolled 39 students to form discussion groups. It used a descriptive analysis of the information gathered in the discussion groups. The tutors' criteria of discussion group taken from the students who are being capable of helping others, understand at looking for information, and being able to explain the material. Meanwhile, the others are being the tutees. The results showed that the students need to be given an active role in teaching learning process. This research is difference from the previous research that in the previous research practice peer tutoring technique at the University while this research is used peer tutoring technique in Senior High School.

The second research is conducted by Zeneli, Thurston, and Roseth (2015) which was entitled *The Influence of Experimental Design on the Magnitude of the Effect Size Peer Tutoring for Elementary, Middle, and High School Settings: A Meta Analysis*. The research used experimental design including design, matching of population samples at pretest and selection of attainment measures. The result in this research is implemented the reported effect size by peer tutoring in respect of peer tutoring structure, training, and population characteristics. This research is difference with the previous research that in the previous research is used peer tutoring for every level student (Elementary, Middle, and High School) and focuses on meta analysis whereas this research is only used peer tutoring in Senior High School and focuses on writing.

The third research is related to Yurt and Aktas (2016) by the title *The Effects of Peer Tutoring on University Student Success, Speaking Skill and Speech Self-efficacy in the Effective and Good Speech Course*. The research used investigated mix pattern in which quantitative and qualitative research approach were combined. The researcher was conducted to 57 students in 2014 to 2015 Academic Year at Erzincan University. It included experimental group and control group. In the experimental group, students set in groups which included tutors and tutees. The tutors are guided them through the process of teaching learning. Meanwhile, in the control group it was conducted by individual education program which was teacher centered. The results indicated that the students in the experimental group had positive attitudes against peer tutoring practices. This research is difference with previous research that the previous

research focus on speaking skill and speech with using peer tutoring for University Students meanwhile this research focus on to develop students' writing skills on recount text by using peer tutoring for High School Students.

Furthermore, the whole research described about used peer tutoring as the technique but each research described the different types. In the first research, the research focused on reciprocal peer tutoring at University, the second research focused on the magnitude of the effect size peer tutoring, and the third research focused on speaking skill and speech by using peer tutoring. Thus, this research is different from overall previous research that the students can be developed their study by using peer tutoring in teaching learning writing recount text especially for high school students. The strength of the previous researches for this study is peer tutoring can give the students confidence and comfort which develop personal relationships between tutors and the tutee.

