CHAPTER I

INTRODUCTION

This chapter consists of the introduction that contains of the background of the study, problem of the study, objective of the study, significance of the study, variable of the study, hypothesis, the scope and limitation of the study, definition of key terms, and framework discussion.

A. Background of the Study

Nowadays, English is widely used all over the world. One sixth of world population uses this language as a main language for communication.[1] People use English in political meetings, commercial trading, business, and advertisements.

English is used as the official language of a country, such as India, Malaysia, and Singapore. As the official language, English is used as a medium of communication in such domains as government, the law counts, the media, and educational system.[2] In this situation, English is recognized as second language.

As the foreign language, English is an important language in the world. English has become a tool for international communication in transportation, commerce, banking, tourism, process of technology, diplomacy, and scientific research. It is formally thought students of elementary school, junior and senior high school, and even to university. English is just learnt in the school

---

[1] Geofrey Broughton & Anita Pincas, *Teaching English as Foreign Language second edition,* London: Routledge, 1996, p.1

[2] David Crystal, *English as A Global Language Second Edition,* Cambridge: Cambridge University Press 2003, p.4.

with limit of time.As an English teacher, so he or she demands to explore effective techniques, method, and approaches. Moreover, the teacher who has important role must guide the students to have creativity in classroom. If strategy is not suitable with situation of the class, the teaching and learning will not be successful.

The basic of teaching and learning English is to make students able to master four language skills; those are listening, speaking, writing and reading. Writing as a part of the language skills, besides listening, speaking andreading must be taught maximally by the teacher to the student. Writing is one of communication media. Furthemore, Writing is an important and very essential subject, it has important role to the students in making piece of writing. Also Writing is very important as can help students to have a good socialization, express our idea, feeling, and our opinion so that we can have a good interaction with our society .The other definition of writing is indeed a thinking process by Brown.[3]

Considering the difficultness of mastering writing skill, there are many methods and strategies that are used in the teaching and learning of writing. These methods and strategies are used to help students to have good ability in writing. Certain methods or strategies are used to improve students' writing ability. One of them is the use of peer teaching in the teaching and learning of writing.

---

[3]Douglas H. Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy,Inc, Education Company, 2001, p.336.

The location of this research was at SAMPIT, because based on the observation at SMPN 3 SAMPIT and interviewed to the English teacher and the students. The teacher was interviewed on 5th May 2015 and the teacher stated that the teacher applied direct method in teaching learning process especially to teach writing descriptive text and without applied the other method. Then the students who interviewed on 7th May 2015 stated among the four language skills taught in schools, writing was difficult skill to learn. According to the students, there were some factors that made it difficult. First factor, They are said that they do not have many confidence to express many ideas because they still afraid incorrect.[4] Second factor that makes writing be the subject is that there are a lot of many kinds of texts in English that they can difference one by one, such as:

1. Narration is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different way.[5]

2. Description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping.[6]

3. Expository is written to expose the truth of the fact of the object to the reader. The aim is just to expose the truth of the fact.[7]

---

[4] Pre-observation and interview towards English teacher and students at SMPN 3 SAMPIT, 5th - 7th May, 2015, 8.30 a.m.
[5] Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, Yogyakarta: Graha Ilmu, 2008, p.73
[6] *Ibid,* p. 89
[7] *Ibid,* p.51

4. Argument is a written English text in which the writer presents some points of view about an issue.[8]

Each text has different characteristics. There are generic social function, structure and lexicon grammatical features. Usually the student cannot differentiate each text from another and they mix all kinds of texts.

Third factor, the students are lack vocabulary and grammar when they write a text. Another reason is the teaching strategy used by the teachers in schools. They still use traditional or conventional method.[9] This method only emphasizes the students to keep silent in the class while listening to their teachers' explanation without discussion, as a result it is hard for them to master their skills in writing. Finally, the students cannot improve their creativity and imagination. Because of that peer tutoring was used in teaching writing descriptive text and it is hoped that the students can enjoy in teaching and learning process.

Peer tutoring was interesting to study in teaching writing at class. This is due to the peer tutoring method in a lot of advantages which can include students, students are more confident in the expression because the students feel comfortable communicating with his own than with the teacher, in addition to the peer tutor, pupils will be more active in learning and they expected to be able to understand what is being taught by the theme for the language that is easy to understand.

---

[8] *Ibid,* p. 121

[9] Pre- observation and interview toward English teacher and Students at SMPN 3 SAMPIT, 5th- 7th May, 2015, 8.30. a.m.

Even though peer tutoring method and traditional method are regarded as the appropriate methods in teaching writing skill, both methods have its advantages and disadvantages as the method used for writing ability. Therefore, in this paper, peer tutoring method will be used in teaching writing in order to know the effectiveness in developing student writing ability as to compare with traditional method.

Based on the explanation above about peer tutors can be concluded that the term in this study referred to peer tutoring, in this study is not like usual that the students acting as teachers or substitute teachers to teach, but peer tutoring in this study that which desirable this research are not only teachers but also the students can be participated in teaching learning activities. Therefore, the method of peer tutoring is used not only teachers but also students which active in teaching learning, here needs emphasize that peer tutoring only help the teacher for giving the explanation and understanding to the students that less understanding in learning. In this study, a teacher's role is as a facilitator, mediator, director- motivator, and evaluators. In addition, teachers also play a role in providing a medium of learning, so that the learning environment is not monotonous and boring.

Beside that peer tutoring learning can be done at various levels education and without being limited to a particular subject. Peer tutoring learning is a learning strategy with a number of students as members of a small group that the level of ability is different. In learning, each student must works together and helps in understanding the subject matter. In peer tutoring learning is said

to have not completed if one of your friends as the member of group has not mastered the subject matter.

Based on the description above, this study is conducted to determine **The Effectiveness of Peer Tutoring Method Toward the Students' Ability in Writing Descriptive Text at the Seventh - Grade Students of SMPN 3 SAMPIT.**

B. Problem of the Study

Based on the background of the study above, the problem of the study is as follow:

Is there any significant effect of peer tutoring method toward the students' ability in writing descriptive text at the seventh grade students of SMPN 3 SAMPIT?

C. Objective of the Study

Based on the background of the study above, the objective of the study is to measure the significant effect of peer tutoring to increase students' ability in writing descriptive text at seventh grade of SMPN 3 SAMPIT.

D. Significance of the Study

The study has two significances, the first is theoretical and the second is practical significance. Theoretically, this study is expected that the result of this study supports the theory of peer tutoring method in teaching writing classes. Practically, the result of the research can be used an input for English teaching learning method, especially for teaching writing in

junior high school. Also the result of this study gives empiric data on the students' progress in writing. The last this study can be as the strategy to improve the knowledge.

E. **Variable of the Study**

Variable is the object of the study which indicates variations[10]. There are two variables in the study, as follows:

1. The first variable of the study is peer tutoring method is a method use in teaching writing. It is independent variable (X)

2. The second variable of the study is the students' writing skill. It is dependent variable (Y)

F. **Hypothesis**

The hypothesis is divided into two categories; they are alternative hypothesis and null hypothesis.

1. Alternative hypothesis (Ha)

There is a significant difference on writing ability between the students who taught using peer tutoring method and those who taught by direct method at seventh grade SMPN 3 SAMPIT.

2. Null hypothesis (Ho)

There is no effect of difference an writing ability between the students who taught using peer tutoring method and those who taught by direct method at seventh grade SMPN 3 SAMPIT.

---

[10] Sutrisno Hadi, *Metodologi Research*, Yogyakarta:Graha Ilmu, 2004.p 250

G. The Limitation of the Study

The study belongs to experimental study. This research was focusing on the effectiveness of peer tutoring method toward the students' ability in writing descriptive text. The population of this study was first year students at SMPN 3 Sampit. The amount of sample were 72 students that were from 2 classes of SMPN 3 Sampit. VII^R1 was as experiments class and VII^R2 was as control class. Since their writing ability representative the whole students' writing ability at first year students in SMPN 3 Sampit.

H. Definition of Key Terms

1. **An effect** is a different between or among population means. In the present study, peer tutoring method is said to have effects on writing if the qualities of writing using peer tutoring method are different from the qualities of writing without peer tutoring method. The differences between the two writing products are the result of using peer tutoring method. On the other hand, peer tutoring method is said to have no effects on writing if the qualities of the writing using peer tutoring method are same or almost the same as the qualities of writing without using peer tutoring.

2. **Writing** is a series of related text-making activities in three stages of writing: generating ideas, drafting, and revising.[11] In the present study, writing refers to the students' writing in descriptive text.

3. **Peer** a person who belongs to the same age group or social group as someone else.

4. **A tutor** is the individual who is providing the instruction to another individual or group and is not the instructor.

5. **Peer tutoring** is a learning situation characterized by a high level of active participation and mutual benefit to both tutor and tutee. The tutor is the child who functions as: the teacher; the tutee is the child (peer) Who functions as the pupil.[12]

6. **Descriptive Text** is a text that describes an object. In this text, the object can be a person, place or thing.[13]It is often used to describe what a person looks and acts like. In this study, the research her focused on describing places, things and person.

7. **Writing Ability** is a productive skill beside speaking. In this study, writing ability refers to ability in making a descriptive text in form of paragraph.

8. **Writing test** is a test which calls for one sample of actual student writing. The terms writing tasks also refer to writing test.

---

[11]Endang Fauziati, *Teaching English as a Foreign Language*, Surakarta: Muhammadiyah UniversityPress,2002, p.150.

[12] Conrad, E. (1974). *Peer tutoring: A cooperative learning experience,* Tucson: Arizona. Center for Educational Research and Development, University of Arizona. ED108 747.p. 3.

[13] Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, Yogyakarta: Graha Ilmu, 2008, p.89.

9. **T- test** is a statistical procedure for testing hypotheses concerning the difference between two means; also used for other purposes.[14]

10. **Experiment study** Donal Ary defines experiment study is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variable, and observes the effect of the manipulation on the dependent variable(s).[15]

I. **Framework Discussion**

This research divides into three chapters that can be presented as follow:

1. Chapter I presents the introduction that contains of the background of the study, problem of the study, objective of the study, significance of the study, variable of the study, hypothesis, the scope and limitation of the study, definition of key terms, and framework discussion.

2. Chapter II presents review of related literature which discussed English language teaching and consist of the nature of writing, the importance of writing, the element of writing, teaching writing in Junior High School, the nature of peer tutoring, objective and benefit of peer learning teaching, why using peer tutoring, the nature of direct method, characteristic feature of the direct method, and previous study.

3. Chapter III presents the research method that consist of time and place of the study, research design, approach, population and sample, source

---

[14] Donald Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh, *Introduction to Research in Education,* 8th Ed.*,* United Stated: Waddsworth Cangage Learing, 2010, p. 652.
[15] *Ibid*, p. 265.

the data, data collection procedure, instrument of the study, instrument try out, and data analysis procedure.

4. Chapter IV presents the description of data analysis, test of the statistical analysis, result of the data, interpretation and discussion of the study

5. Chapter V present of conclusion and suggestion of the study.