CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature which discussed English language teaching and consist of previous study, the nature of writing, process 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, and characteristic feature of the direct method.

A. Previous of the Studies

In this chapter, some literatures related to study are reviewed as means to clarify the present study. These previous studies gave a view about the issues that discuss M. Syaichul Muchyidin S. 2012 studied about the effectiveness of peer tutoring to teach writing viewed from students' creativity (an experimental research at the second year students of SMP Muhammadiyah 1 Pare in the academic year of 2011/ 2012). The objective of this research are to identify whether: (1) peer tutoring is more effective than direct method to teach writing for the second year students of SMP Muhammadiyah 1 Pare Kediri 2011/ 2012, (2) the second year of the students of SMP Muhammadiyah 1 Pare Kediri 2011/2012 with high level of creativity have better writing competence than those with low level of creativity, (3) there is any interaction between teaching method and creativity in teaching writing for the second year of the students of SMP Muhammadiyah 1 Pare Kediri 2011/2012. Based on the summary of multifactor analysis of variance, it can

be conclude that: (1) teaching writing by using peer tutoring to the second year students of SMP Muhammadiyah 1 Pare Kediri is more effective than the one using direct method, (2) the writing achievement of the second year students of SMP Muhammadiyah 1 Pare Kediri having high creativity level is better than the one of those having low creativity level, (3) there is an interaction between teaching methods and level of creativity. Based on the research findings, it can be conclude that the use of peer tutoring is effective for teaching writing for the the second year students of SMP Muhammadiyah 1 Pare Kediri.[1]

The related study above there were difference from this study. The objective of the study to measure the significant effect of peer tutoring to increase students' ability in writing descriptive text at seventh grade of SMPN 3 SAMPIT. Then between the related study and this study different area.

Razia Rizve 2012 studied about the effect of peer tutoring on student achievement in the subject of English at secondary level in the light of Vygotsky's theory. The objectives of the study were to measure the achievement of the students in the subject of English before the experiment, to obtain the willingness of the students to participate in the experiment, to provide the experience of peer tutoring to the experimental group, to explore the difference in the achievement of students participating in peer tutorials and students who did not participate in peer tutoring but were taught as usual through conditional teaching. Based on the study found that the students

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[1] M. Syaichul Muchyidin, The Effectiveness Of Peer Tutoring To Teach Writing Viewed From Students' Creativity, Unpublished Thesis, Surakarta: University Surakarta. 2012.

taught through peer tutoring based on Vygotsky's concept of ZPD and Scaffolding did better than the students taught through conventional method of teaching English.[2]

Siti Khairunnisa 2014 studied about the effect of using peer tutoring strategy toward students' reading comprehension at the first of SMA YKPP UP II Dumai Selatan Kota Dumai. Based on study found that there was a significant effect of using peer tutoring strategy toward students' rea ding comprehension at the first year students of SMA YKPP UP II Dumai. It can be seen from the mean pre-test and post-test of students' reading comprehension of control class was categorized into enough level, and the mean post-test was which was categorized into enough level too.[3]

The three related study above discusses the effectiveness of peer tutoring in different level, skill and area. Between the previous studies and this study has correlation. However, this study is focused on descriptive text and this study will measure the significant effect of peer tutoring to increase students' ability in writing descriptive text at seventh grade of SMPN 3 SAMPIT.

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[2] Razia, Rizve, The Effect of Peer Tutoring on Student Achievement in the Subject Of English at Secondary Level in the Light of Vygotsky's Theory, Unpublished Thesis, Pakistan: Foundation University College Of Liberal Arts And Sciences Islamabad-Pakistan.2012, p. 190-191.

[3] Siti, Khairunnisa, The Effect of Using Peer Tutoring Strategy Toward Students' Reading Comprehension at the First Year of Sma YKPP UP II Dumai Selatan Kota Dumai, Unpublished thesis, Pekanbaru: English Education Department Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau Pekanbaru. 2014, p. 66.

B. The Nature of Writing

  1. Definition of Writing

Writing is an act of communication. Writing is one of the four skills in English language learning. Fauziati also gives statement that writing as a process is orientated towards work in progress and the development of new skills, rather than merely evaluative tasks, the classroom practices, therefore, will vary from each other.[4] In the other words, Nunan also states that Writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly.[5] Brown stated that Writing is a way to end up thinking something you couldn't have started out thinking.[6]

Based on the explanation above it can be stated writing is an active productive skill and it will be used to communicate and to pour out ideas in our mind and more clearly. Writing is an act or process to produce some information from arranging and combining the words or sentences in order to expressing the idea in right grammatical, so the message can be received by the reader from our mind in the form of words or writing. Also Writing is used by the educated people to record something, to report, to explain, to inform, to ensure and to influence the readers.

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[4]Endang Fauziati, *Teaching English as a Foreign Language*, Surakarta: Muhammadiyah UniversityPress,2002, p.151.
[5]David Nunan, *Practical English Language Teaching,* Sidney: PrenticeHall Intrrnational, 2003, p. 91.
[6]H.D Brown, *Teaching by Principles*, San Francisco: Person Education Company, 2001, p. 337

2. The Types of Writing

The text types represent the most common ways in which language is structured to achieve a particular purpose. factual text types present information or ideas. the purpose of these texts is to inform, instruct, educate and persuade the listener or reader. the main factual text type are:[7]

a. Narrative is a text that tell a story and in doing so entertains the audience.the purposes of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions. [8]

b. Descriptive is describes a particular person, place or things. Its purpose is to tell about the subject by describing its features without including personal opinions.[9]

c. Exposition is a piece of text that presents one side of an issue. The purpose of an exposition is to persuade the reader or listener by presenting one side of an argument, that is, the case for or the case against.[10]

d. Argument is a written English text in which the writer presents some points of view about an issue.[11]

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[7] Anderson Mark, *Text Types in English*, Australia: MacMillan education Australia PTY LTD, 1998, p. 2
[8] *Ibid.,* p. 3
[9] *Ibid.,* p. 26
[10] *Ibid.,* p. 24
[11] Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, Yogyakarta: Graha Ilmu, 2008, p.121.

3. Process of Writing

Writing is never a one-step action. Writing as one productive skill needs process. Writing process gives any benefit. It guides students from the topic to the finished product. Teaching the writing process is fairly straight forward, so it's the way students interact with the writing process that proves most beneficial. There are four steps of writing process:

a. Planning

This process refers to pre-writing process and the point at which we discover and explore our initial ideas about a subject. Pre-writing is the thinking, talking, reading and writing you do about the topic before we write a first draft. Pre-writing is a way to get ideas. In this step, a topic can be chosen and can be collected ideas to explain the topic".[12]

1) Listing

Listing is a pre-writing technique in which you write the topic at the top of a piece of paper and then quickly make a list of words or phrases that come into your mind.[13]

Based on the explanation above, listing is steps of pre writing that the student makes list of word appears in their mind.

2) Brainstorming

Another way to get ideas down on paper quickly is through brainstorming. Brainstorming is a technique whose purpose is to initiate some

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[12]Alice Oshima and Ann Hogue,*Introduction to Academic Writing*, New York: Longman, 2007, p. 16.
[13]Ibid., p. 16

sort of thinking process.[14] Brown also states brainstorming is useful technique in writing because it permits you to approach a topic with an open mind.[15]

Based on the explanation above, brainstorming is a way for us to come up with ideas that exist in our minds.

3) **Free Writing**

Freewriting is the step in the writing process in which you get ideas.[16] Brown also states that freewriting is a technique to generate ideas, it should be used as a beginning, as an initial exploration of the ideas that you have about a topic.[17]

Based on the explanation above free writing is the way to express an ideas in the mind without thinking of writing is correct or not.

4) **Clustering**

Clustering is a way gets ideas for writing. Clustering, diagramming (mapping) is helpful for people who think in a visual way. As you think of related ideas, your write is this idea in smaller circle or block around the first circle. Alice and Ann also stated that clustering is making a visual mapor your ideas.[18]

Based on explanation above, clustering is a way to get an idea by means of mapping. Then developed into a good paragraph.

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[14] H Douglas Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy, New York: Longman, p. 184

[15] *Ibid.,* p. 349

[16] Alice Oshima and Ann Hogue,*Introduction to Academic Writing*, New York: Longman, 2007, p. 34.

[17]H Douglas Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy, New York: Longman, p. 350.

[18]Alice Oshima and Ann Hogue, *Writing Academic English*, 3rd Ed., New York: Longman, 2010, p. 72

b. Drafting

The next step is to write drafts, using your outline as a guide. Drafting is the actual writing of the paragraph.Write you rough draft as quickly as you can without stopping to think about grammar spelling or punctuation. Just get your ideas down on paper. You will probably seemany errors in your rough draft. This is perfectly usual and acceptable-after all;this is just a rough draft. Then this process needs an editing for checking the text and fixes errors.

So, drafting is the writing stage focused on the collection of ideas, with little attention to spelling and punctuation, without thinking of mistakes in writing.

c. Revising and Editing

This stage is called revising and editing. Polishing is most successful if you do two steps. First, revising is attacking the big issue of content and organization. Then, editing is last process of writing process. In editing, the researcher focuses on the smaller issue of grammar, punctuation, and mechanics.

C. Descriptive Text

1. **Definition of Descriptive Text**

Descriptive text is describes a particular person, place or thing. Its purpose is to tell about the subject by describing its features without including personal opinion.

Descriptive text is describes a particular person, place or thing. Its purpose is to tell about the subject by describing its features without including personal opinions. [19]

Based on the definitions above, it can be stated that descriptive text is a text which aims to describe particular things, such as people, place, or animal. It may be used to describe more about the appearance of people, their character or personality.

2. **Generic Structure of Descriptive Text**

The generic structure of descriptive text is shown in thefollowing table:[20]

Table 2.1
Generic Structure Of Descriptive Text

Generic Structure	Function
Identification	Identifies phenomenon to be describe
Description	Describes parts, qualities, and characteristics

3. **Grammatical Features**

In descriptive text, use:[21]

a. Focus on specific participants

b. Use of attributive and identifying processes

c. Frequent use of epithets and classifiers in nominal groups

d. Use of simple present tense

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[19]Anderson Mark, *Text Types in English*, Australia: Macmillan education Australia PTY LTD, 1998, p. 26

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

[21]*Ibid.,*p.89

D. The Nature of Cooperative Learning

1. Definition of Cooperative Learning

According to the Johnson & Johnson model, cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning.[22]Instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements (*7*):

a. **Positive interdependence.** Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.

b. **Individual accountability.** All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.

c. **Face-to-face promotive interaction.** Although some of the group work may be parceled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.

d. **Appropriate use of collaborative skills.** Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.

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[22] Johnson, D. W.; Johnson, R. T. Stanne, M. E. *Cooperative Learning Methods: A meta-analysis.* University of Minnesota, Minneapolis: Cooperative Learning Center, 2000; https://www.academia.edu/3380901/Cooperative_learning_Theory_principles_and_techniques. (accessed July 14, 2015).

e. **Group processing.** Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.[23]

E. The Nature of Peer Tutoring

1. Definition of Peer Tutoring

Peer tutoring strategy is a strategy that can be used in teaching learning process to help students in their learning. 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.[24] Salandanan stated (in Siti Khairunnisa Thesis's) that peer tutoring is commonly employed when the teacher requests the older, brighter and more cooperative member of the class to tutor other classmates.[25]

Some experts believe that the lesson really mastered only when the learner is able to teach other students.

Based on the experts' opinion above, writer can conclude that peer tutoring is Peer tutoring is cooperation between two or more students, where one individual as the tutor teaches to the other(s) as tutees. This can occur between students of the same year of study or between students of

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[23] Johnson, D. W.; Johnson, R. T. Stanne, M. E. *Cooperative Learning Methods: A meta-analysis.* University of Minnesota, Minneapolis: Cooperative Learning Center, 2000; *http://www.cooperation.org/pages/cl-methods.html.* (Accessed July 14, 2015).

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

[25] Siti, Khairunnisa, The Effect of Using Peer Tutoring Strategy Toward Students' Reading Comprehension at the First Year of Sma YKPP UP II Dumai Selatan Kota Dumai, Unpublished thesis, Pekanbaru: English Education Department Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau Pekanbaru. 2014, p. 22

different years. Implementation of learning should be meaningful to students, not to the students just come and sit in class without getting something useful. Therefore, teachers should be good at choosing a model that can make learning meaningful for students. Another thing that should be taken into consideration in choosing a learning model is compliance with the instructional goals and implementation views of the means and the time available.

Theories of learning that has been put forward by experts in educational psychology.

Vygotsky's theory, quotes Daniel Muijs and David Reynolds(in Razie Rizve thesis's)

> Believes that the interaction between the child and others through language that most strongly affect the level of conceptual understanding can be reached children. So to Vygotsky, cooperation (cooperation) which is the basis of learning. Vigotsky strongly believe that we can learn from same age or older and have a higher level of development.[26]

Vygotsky argued that in addition to teachers, peers also have an important effect on the cognitive development of children. Vygotsky stated views interaction with peers as an effective way of developing skills and strategies. he suggests that teachers use cooperative learning exercises where competent children develop with help from more skillful peers.

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[26] Razia, Rizve, The Effect of Peer Tutoring on Student Achievement in the Subject Of English at Secondary Level in the Light of Vygotsky's Theory, Unpublished Thesis, Pakistan: Foundation University College Of Liberal Arts And Sciences Islamabad-Pakistan.2012, p. 190-191.

2. **Purposes of Peer Tutoring Method**

    If assistance is given to classmates at school, then:

   a. Some students were proficient told to learn a topic

   b. The teacher gives an overview of the topics that will be under discussion

   c. The class is divided into groups and distributed to students who are good at each group to provide assistance.

   d. Teachers guide students who need special guidance

   e. If there is a problem that is not solved, students who are good ask for assistance to teachers

   f. Teachers conduct an evaluation

3. **Advantages and Disadvantages of Peer Tutoring**

    The advantages have been claimed for peer tutoring and related forms of peer tutoring in learning (e.g. Greenwood, art and Kamps).[27] Pedagogical advantage of peer tutoring in teaching learning process especially in writing. increase the interactive the students in express the writing idea, the students is more confidence in writing text, between tutor and tutee immediate feedback, then opportunities to respond are high, and opportunities to make errors in part of grammar and be corrected similarly. In addition to immediate cognitive gains, improved retention, greater meta-cognitive awareness and better application of knowledge and skills

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[27] K.J. Topping, The Effectiveness Of Peer Tutoring In Further And Higher Education: A Typology And Review Of The Literature, (Accessed on 20 May 2015) from http://www.fau.edu/CLASS/CRLA/Level_Three/The_effectiveness_of_peer_tutoring_in_further_and_higher_education-a_typology_and_review_of_the_literature.pdf

to new situations have been claimed. Motivational and attitudinal gains can include greater commitment, self-esteem, self-confidence and empathy with others.

Peer tutoring can have disadvantages. However (Greenwood et al.). Establishing it does consume organizational time in designing and effecting appropriate peer selection and matching, and it may also necessitate some adaptation to curriculum material. Certainly the requirements for training students in teaching and learning skills are greater, although it can be argued that peer tutoring merely serves to bring to the surface needs that traditional teaching tends to overlook. The quality of tutoring from a peer tutor may be a good deal inferior to that from a professional teacher (although this should not be assumed), and the need for monitoring and quality control cannot be overstated. This also significantly consumes time and resources. Likewise, the tutor's mastery of the content of tutoring is likely to be less than that of a professional teacher, so curriculum content coverage in peer tutoring may be much more variable.

4. Criteria of Peer Tutoring

Meanwhile, to select a peer tutoring there is a some criteria of the tutor. The tutor must have who are motivated and capable of providing help to their classmates or young students. It is important to set clear standards for tutors and ensure that every student meets the minimum standards before allowing a student to participate.

In general the peer tutoring should mastery and understand material well enough to teach other students. then peer tutoring should have strong communication and interpersonal skills, excellent time management and study skills and a desire to help peers. According to Saiful Bahri Djamarah and Aswan Zain suggests that the most important thing to be a Peer Tutor is as follows the criteria that must be considered in selecting a tutor, namely:

a. Tutors can be accepted or approved by the students who will be assisted so that students do not have any fear or reluctance to ask.

b. Tutor can explain the material to be taught to his friends.

c. Tutors are not snobby, cruel or hard-hearted towards their peers.

d. Tutor has enough creativity to provide guidance, which may explain the lesson to his friends.[28]

5. Objectives and Benefits of Peer Learning Teaching (Peer Tutor)

As for the benefits of learning with Tutor Peer method is as follows:

a. Train students to work together, tolerance, respect others and develop skills of students.

b. Exercising leadership, discipline and responsibility.

c. To encourage student learning.

d. Generating courage students to convey their opinions and the difficulties faced by others.

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[28] Syaiful Bahri Djamarah & Aswan Zain, *Strategi Belajar Mengajar,* (Jakarta: PT. Rineka Cipta, 2006), p. 25

As according to some experts such as dobos et al, biggs, bruffee, and boud et al, the benefits of peer teaching learning are:

a. Increase motivation, which is to improve the quality of the learning process and the 'product' teaching;[29]

b. As cognitive and social outcomes in learning, namely improving the deepening level or high-level thinking (higher-order thinking), and to develop the skills of cooperation (collaborative skills);[30]

c. As the increase in a person's sense of responsibility for the efforts of learning, namely the increasing mastery of the learning process and the learning process and constructs knowledge;

d. Improve meta-cognitive skills that allow students to better reflect their teaching and learning are more critical. In turn, students can better appreciate their learning experience. The process of application of this model can be done outside the classroom environment in all contexts of learning and teaching.

F. T- Test

According to Donald Ary, t- test is a statistical procedure for testing hypotheses concerning the difference between two means; also used for other.[31]

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[29]J. Biggs ,*Teaching for quality learning at university: what the student does,* Buckingham: SRHE and Open Univ. Press, 1999.

[30]K. Bruffe, *Collaborative learning: Higher education, interdependence, and the authority of knowledge,* Baltimore: Johns Hopkins Univ. Press, 1999.

[31] 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.

G. Experimental 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).[32] The essential requirements for experimental research study are control, manipulation of the independent variable, and observation and measurement.[33]

H. Teaching Writing Descriptive Text Using Peer Tutoring

To implement peer tutoring method in teaching of writing at the junior high school there were pedagogical activities to be done. They were Pre-Writing, Whilst Writing and Post-Writing.

In Pre-writing activity, the class activity was focused on stimulating the students' background knowledge by showing pictures, having students brainstorming on topic and explaining the objective of the task.

In whilst writing activity, the class activity was focused on divide peer tutoring in each group for help the teacher guiding the other students to identify the picture, to obtain the writing descriptive text of task. Peer tutoring will help the tutee find out their idea and pour it in their writing. Then they develop the idea to be a good writing.

In Post-Writing activity, the class activity was focused on having students revising their writing. In this sense, the teacher guide and assigned students to correct their writing.

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[32] *Ibid*, p. 265
[33] *Ibid*, p. 267