

**EXPLORING STUDENTS' PERSPECTIVE OF PEER TUTORING
ON ENGLISH WRITING SKILL AMONG HIGH SCHOOL
STUDENTS AT SMA MUHAMMADIYAH 1 BANDA ACEH**

THESIS

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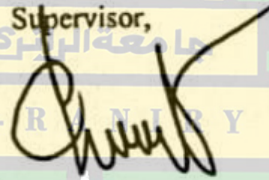
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Among High School Students at SMA Muhammadiyah 1 Banda Aceh**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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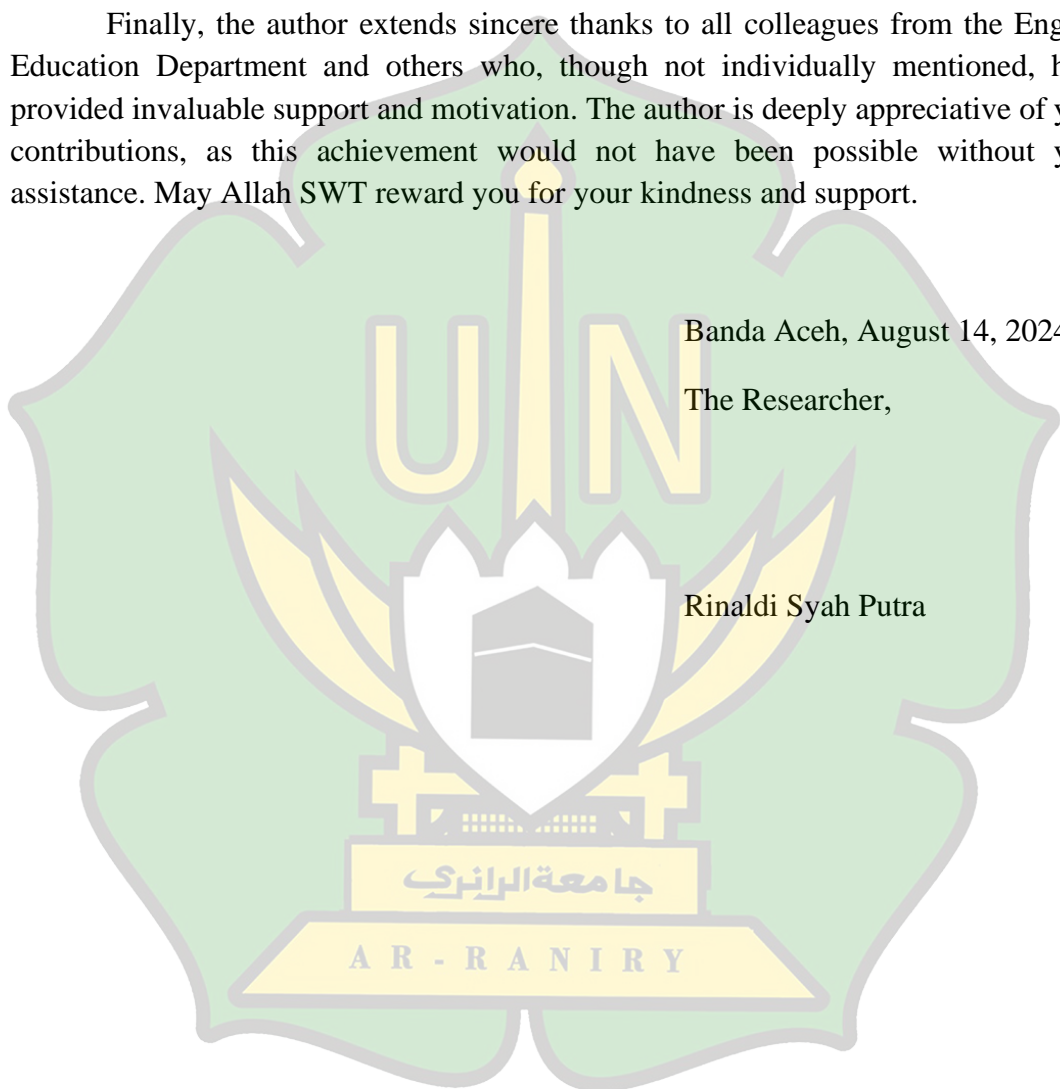
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ABSTRACT

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This study explores the effects of peer tutoring on the English writing skills of third-grade students at SMA Muhammadiyah 1 Banda Aceh. Through interviews and observations, the research identified both positive and negative impacts. The findings indicate that peer tutoring enhances students' enjoyment of learning, understanding of the material, confidence, peer relationships, and writing skills. However, challenges such as unfamiliarity between students, distractions during sessions, and ineffective tutoring when both peers lacked understanding were also observed. Despite these challenges, the overall benefits of peer tutoring, especially in improving writing skills, outweigh the disadvantages.

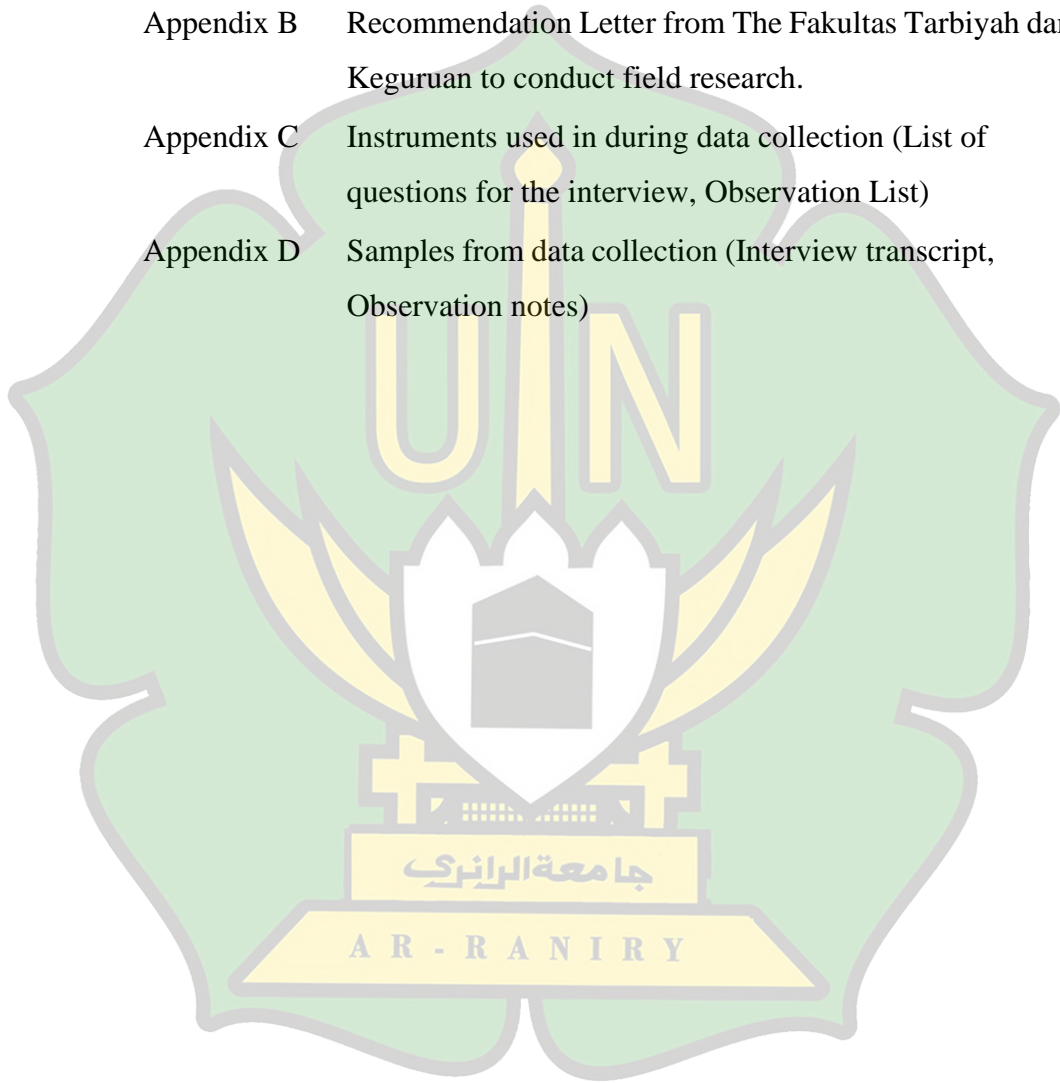
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CHAPTER I

INTRODUCTION

A. Research Background

In the contemporary educational landscape, the acquisition of proficient English writing skills is increasingly recognized as a critical asset for students aiming to thrive in an interconnected and competitive global society. Amidst this recognition, the significance of tailored and effective pedagogical approaches to enhance students' writing capabilities has garnered significant attention. Within this context, the application of peer tutoring has emerged as a promising strategy, particularly in environments where resource constraints and diverse learning needs pose considerable challenges.

Peer tutoring is a widely utilized method among school students and university students. Despite its popularity, there are relatively few studies that delve into the specifics of peer tutoring, especially in the context of its efficacy and outcomes. This research aims to address this gap by focusing on the application of peer tutoring in a high school setting.

This study delves into the impact of peer tutoring on English writing skills among high school students at SMA Muhammadiyah 1 Banda Aceh, an educational institution situated in the culturally vibrant and diverse region of Banda Aceh,

Indonesia. With English as a prominent language of global communication and academic discourse, the need to equip students with proficient writing skills has become paramount, underscoring the urgency to explore innovative and localized approaches to address this imperative.

One compelling reason for selecting high school students for this study is the pivotal role that secondary education plays in a student's academic and personal development. High school is a crucial period where students develop critical thinking, problem-solving skills, and essential academic abilities that prepare them for higher education and future careers. By focusing on high school students, this research can provide insights into how peer tutoring can be leveraged to enhance these foundational skills during a critical stage of education.

Furthermore, this study narrows its focus to the improvement of writing skills through the peer tutoring method. Writing is a fundamental skill that significantly impacts a student's academic performance and future opportunities. Enhancing writing skills not only contributes to better academic outcomes but also equips students with the ability to express their thoughts and ideas effectively. Peer tutoring, with its collaborative and interactive nature, offers a unique and effective approach to improving writing skills, making it a valuable area of focus for this research.

Against the backdrop of limited research exploring the efficacy of peer tutoring in the specific context of Banda Aceh, this study aims to fill a critical gap in the existing

literature by investigating the effectiveness of peer tutoring as a targeted intervention strategy to enhance the English writing proficiency of high school students. Furthermore, there is a prevailing belief that PT is a methodology employed in the classroom setting, contributing to the improvement of students' academic performance. (Greenwood, 1997).

Achieving success in any field relies on the proficient writing abilities of students. This implies that writing requires consistent practice for skill development over time. (Cho and Schunn, 2007).

By focusing on the unique educational challenges and cultural nuances prevalent in SMA Muhammadiyah 1 Banda Aceh, this research seeks to provide nuanced insights into the practical implications and potential benefits of peer tutoring within this distinct socio-cultural setting.

Through a comprehensive analysis of the impact of peer tutoring on English writing skills, this study aspires to contribute valuable knowledge to the educational discourse, fostering a deeper understanding of the efficacy of peer-led collaborative learning in nurturing language proficiency and fostering a supportive academic environment. By shedding light on the specific dynamics at play within SMA Muhammadiyah 1 Banda Aceh, this research endeavors to offer practical recommendations for educators and policymakers to optimize pedagogical practices and promote holistic student development within the broader context of English language education.

B. Research Questions

There are two Research Questions that will be answered in this study, the following Research Questions are:

1. What are the perceive impacts of peer tutoring among high school students at SMA Muhammadiyah 1 Banda Aceh?

C. Research Aims

The aim of this study is to explore and analyze the perspectives of high school students at SMA Muhammadiyah 1 Banda Aceh on the impacts of peer tutoring on their English writing skills. This research seeks to understand how students perceive the benefits and challenges of peer tutoring and how it influences their ability to improve writing proficiency in the English language.

D. Research Significance

This study on exploring students' perspectives of peer tutoring on English writing skills among high school students at SMA Muhammadiyah 1 Banda Aceh holds significant value in the context of language education and pedagogical practices. Peer tutoring has been recognized as an effective educational strategy that can enhance students' academic performance, particularly in language learning (Falchikov, 2001). By focusing on students' perspectives, this research aims to provide insights into how peer tutoring influences their writing skills, motivation, and overall learning experience. Understanding these perspectives is crucial for educators who seek to

implement peer tutoring as a tool to improve writing proficiency in English, a critical skill for students' academic and professional success (Topping, 1996).

Moreover, this study contributes to the growing body of literature on peer-assisted learning by providing empirical evidence from a specific cultural and educational context. Research has shown that peer tutoring can lead to significant gains in students' academic achievement and social interactions (Greenwood, Delquadri, & Carta, 1988). However, the effectiveness of such programs can vary depending on the context, including the cultural and educational environment in which they are implemented (Brown & Campione, 1996). By investigating the impact of peer tutoring on English writing skills within an Indonesian high school setting, this study adds to the understanding of how peer tutoring works in different educational systems and cultures (Falchikov, 2001).

Finally, the findings from this study have practical implications for educators, teachers, and students. By highlighting students' experiences and perceptions, the research can inform the design and implementation of peer tutoring programs that are tailored to the needs and preferences of students. This can lead to more effective teaching strategies that not only improve writing skills but also foster a supportive learning environment where students actively engage in the learning process (Topping, 1996). Such insights are valuable for shaping future educational policies and practices that prioritize student-centered learning and peer collaboration (Falchikov, 2001).

E. Research Terminologies

There are two key terminologies that will be defined operationally in this section, peer tutoring and writing skills. These definitions will clarify the concepts central to this research, providing a foundation for understanding their significance in the context of the study, as follows:

1. Peer tutoring is an instructional approach in which students work collaboratively to assist one another in understanding academic content and skills. This method fosters a supportive learning environment where students can freely exchange ideas and clarify concepts (Hattie & Timperley, 2007). In the context of this study, peer tutoring was associated with increased student comfort and enjoyment in the learning process, enhanced confidence in their abilities, and improved interpersonal relationships, all of which contribute positively to their writing skills.
2. Writing skills refer to the ability to communicate ideas effectively through written language, which involves the mastery of grammar, punctuation, style, and structure. These skills are essential for producing coherent and persuasive texts (Hayes, 1996). In this study, students demonstrated significant improvements in their writing skills through peer tutoring, particularly in grammar usage and the overall coherence of their written work.

The operational definitions of peer tutoring and writing skills provide a clear framework for understanding the key concepts of this study. By defining peer

tutoring as a collaborative learning approach and writing skills as the ability to effectively communicate in written form, this research aims to explore how these elements interact to enhance students' English writing skills. These definitions are crucial for contextualizing the findings and implications of the study.



CHAPTER II

LITERATURE REVIEW

A. Comfort and Enjoyment in Learning

Peer tutoring has been shown to create a more relaxed and enjoyable learning environment for students, significantly contributing to their overall comfort during the learning process. The informal setting of peer tutoring sessions allows students to feel less pressured compared to traditional teacher-led instruction, making them more willing to engage and participate. This reduction in anxiety, particularly in writing tasks, enables students to focus better and enjoy the learning process more. The collaborative nature of peer tutoring also fosters a sense of community among students, which enhances their comfort and enjoyment during these sessions.

1. **Reduced Anxiety and Increased Engagement:** Topping and Ehly (1998) found that peer tutoring reduces the pressure students often feel when being evaluated by a teacher, creating a more conducive environment for learning.
2. **Enhanced Motivation and Positive Attitude:** Ginsburg-Block, Rohrbeck, and Fantuzzo (2006) noted that students in peer tutoring programs reported higher levels of enjoyment and satisfaction, which contributed to a more positive attitude toward learning.

3. Supportive Learning Atmosphere: Goodlad and Hirst (1989) highlighted that the mutual support found in peer tutoring relationships leads to a more secure and enjoyable learning experience, encouraging active participation.

the sense of autonomy and control that students experience during peer tutoring sessions contributes to their overall satisfaction and enjoyment. When students take on the role of tutor or tutee, they engage in a more active learning process, which can lead to a deeper understanding of the material. This active involvement not only enhances their academic skills but also increases their intrinsic motivation to learn, as they feel more invested in the process. The reciprocal nature of peer tutoring—where students both teach and learn—creates a dynamic and interactive environment that further boosts their comfort and enjoyment in learning.

B. Enhanced Understanding of the Material

Peer tutoring has been shown to significantly enhance students' understanding of the material, particularly in academic subjects like English writing. One of the primary benefits of peer tutoring is that it enables students to receive explanations and clarifications from their peers, which can often be more relatable and easier to understand than those provided by teachers. The process of teaching and explaining concepts to others reinforces the tutor's own understanding and can lead to deeper comprehension for both the tutor and the tutee. This reciprocal teaching process not only helps in clarifying complex concepts but also solidifies the knowledge for both parties involved.

1. Interactive Learning: Elbaum, E., Vaughn, S., Hughes, M. T., & Moody, S. W. (2000) found that peer tutoring provides students with interactive learning opportunities that enhance their understanding and retention of academic material.
2. Peer Explanation and Reinforcement: Palinscar, A. S., & Brown, A. L. (1984) demonstrated that the process of teaching peers helps reinforce the tutor's own understanding and provides a clearer explanation of concepts to the tutee, leading to improved comprehension.
3. Active Engagement with Content: The work of Roscoe and Chi (2008) supports that active engagement through peer tutoring helps students gain a more comprehensive understanding of the material by allowing them to discuss and apply concepts in practical contexts.

Research supports the notion that peer tutoring enhances understanding by providing opportunities for students to engage with the material in a more interactive and personalized manner. For instance, research by Elbaum et al. (2000) demonstrated that students involved in peer tutoring programs showed improved comprehension and retention of the material compared to those receiving traditional instruction. Similarly, a study by Palinscar and Brown (1984) found that peer tutoring facilitated a more in-depth exploration of the material, allowing students to engage in meaningful dialogue and problem-solving activities. These findings highlight the effectiveness of peer

tutoring in promoting a deeper understanding of academic content through active engagement and peer interaction.

C. Increased Confidence

Peer tutoring has been widely recognized as a powerful tool in boosting students' confidence, particularly in challenging subjects such as English writing. When students engage in peer tutoring, they often feel more comfortable expressing their thoughts and asking questions in a peer-led environment compared to a traditional classroom setting. This supportive atmosphere allows them to take risks, make mistakes, and learn from them without the fear of judgment from authority figures. As students begin to experience success through this collaborative learning process, their self-confidence naturally increases, leading to greater participation and enthusiasm for the subject.

Several studies have shown that peer tutoring positively influences students' self-confidence by providing a sense of accomplishment and validation from their peers. For example, research by Topping (2005) indicated that students who participated in peer tutoring reported significant gains in their confidence levels, particularly in their ability to tackle complex writing tasks. The study found that the personalized feedback and encouragement received from peers played a crucial role in building students' self-esteem and motivating them to engage more deeply with the material. Similarly, Fantuzzo, Riggio, Connelly, and Dimeff (1989) highlighted that

peer tutoring fosters a sense of autonomy and self-efficacy, as students realize that they have the capacity to help others and themselves through collaborative learning.

1. Confidence through Peer Support: Topping, K. J. (2005) emphasized that the peer support system inherent in peer tutoring helps students gain confidence as they receive constructive feedback and positive reinforcement from their peers.
2. Empowerment and Autonomy: According to Fantuzzo et al. (1989), the peer tutoring process empowers students by giving them a sense of control over their learning, thereby boosting their confidence and self-efficacy in academic tasks.
3. Positive Reinforcement: Research has shown that the continuous positive reinforcement provided in peer tutoring sessions leads to increased self-assurance, as students see tangible improvements in their writing abilities and feel more confident in their academic skills.

D. Improved Relationships with Peers

One of the notable advantages of peer tutoring is its ability to foster improved relationships among students. The collaborative nature of peer tutoring encourages students to interact more closely with their peers, facilitating the development of stronger social bonds. As students work together to overcome academic challenges, they build trust, mutual respect, and a sense of camaraderie, which can extend beyond the tutoring sessions into other aspects of their school life.

1. Strengthening Social Bonds: Topping and Ehly (1998) observed that peer tutoring fosters a sense of community among students, leading to stronger, more supportive peer relationships both in and out of the classroom.
2. Enhanced Communication and Empathy: Damon and Phelps (1989) noted that peer tutoring helps students develop important social skills, such as effective communication and empathy, which are crucial for building positive relationships with others.
3. Increased Sense of Belonging: The cooperative environment of peer tutoring creates a supportive space where students feel more connected to their peers, enhancing their overall sense of belonging within the school.

Research has consistently shown that peer tutoring contributes to the enhancement of social relationships among students. Topping and Ehly (1998) found that students involved in peer tutoring programs often report better interpersonal relationships and an increased sense of belonging within the school community. This improvement in peer relationships is attributed to the cooperative learning environment, where students learn to communicate effectively, resolve conflicts, and support each other's learning. Additionally, Damon and Phelps (1989) highlighted that peer tutoring not only enhances academic skills but also social skills, as students develop empathy and learn to appreciate diverse perspectives through their interactions with their peers.

E. Enhancement in Writing Skills

Peer tutoring has been widely recognized for its positive impact on students' academic performance, particularly in writing skills. The peer tutoring process allows students to engage in collaborative learning, where they can receive immediate feedback from their peers and actively apply the concepts they are learning. This dynamic interaction encourages students to refine their writing through iterative practice, leading to significant improvements in their overall writing abilities. According to research by Fuchs et al. (1997), students involved in peer tutoring showed marked improvement in their writing skills, as the process provided them with more opportunities to write, revise, and receive feedback compared to traditional classroom settings.

Furthermore, the reciprocal nature of peer tutoring enhances both the tutor's and the tutee's understanding of writing strategies. Tutors, while guiding their peers, often reinforce their knowledge and develop a deeper understanding of writing techniques. This dual benefit has been documented in various studies, including one by Simmons et al. (1995), which highlighted that peer tutors often experience gains in their writing skills similar to those of the tutees. The study found that explaining writing concepts to peers helped tutors internalize these strategies more effectively, resulting in enhanced writing proficiency for both parties involved in the tutoring sessions.

Additionally, the collaborative environment of peer tutoring encourages students to take ownership of their learning and become more active participants in

their educational journey. By engaging in peer discussions and writing exercises, students are motivated to experiment with different writing styles, structures, and vocabularies, leading to a richer and more varied writing repertoire. Topping (2005) found that students who participated in peer tutoring not only improved their writing mechanics but also became more confident in expressing their ideas and developing their unique writing voices. This increased confidence and competence in writing is a key outcome of effective peer tutoring programs.

F. Unmet Goals Due to Lack of Familiarity Among Students

One of the challenges often encountered in peer tutoring is the potential for unmet goals when students are unfamiliar with each other. When peers do not have an established rapport, it can lead to discomfort and reluctance in sharing ideas or asking questions, which in turn hampers the effectiveness of the tutoring sessions. According to a study by Miller et al. (2012), the success of peer tutoring is significantly influenced by the interpersonal dynamics between the tutor and the tutee. The research found that students who did not know each other well before the tutoring sessions often struggled to communicate effectively, resulting in less productive sessions and a failure to achieve the intended learning outcomes.

Moreover, the lack of familiarity can also lead to a lack of trust, which is essential for effective peer tutoring. Students may feel uneasy about receiving criticism or suggestions from peers they do not know well, which can stifle the open exchange of feedback that is critical for learning. Research by Fantuzzo and Ginsburg-Block

(1998) highlighted that trust between peers is a key factor in the success of collaborative learning environments. Their study showed that students who had pre-existing relationships were more likely to engage deeply in the tutoring process, leading to better academic outcomes, while those who were paired with unfamiliar peers often remained hesitant and disengaged.

In addition, the lack of familiarity can impact the tutor's ability to tailor their approach to the needs of the tutee. Effective peer tutoring requires a nuanced understanding of the tutee's strengths and weaknesses, which is difficult to achieve when the tutor is not acquainted with the tutee's learning style or academic background. This can result in a mismatch between the tutoring strategies employed and the tutee's needs, as noted in a study by Topping (2005). The study emphasized that when tutors are not familiar with their tutees, they are less likely to provide targeted and effective support, leading to unmet educational goals and frustration on both sides.

G. Annoyance and Distractions During Tutoring

Another significant challenge identified in peer tutoring is the presence of annoyance and distractions during sessions, which can severely undermine the learning process. When students are paired for tutoring, differences in focus levels, working styles, or even personal attitudes can create a disruptive environment. According to research by Bowman-Perrott et al. (2013), distractions in peer tutoring sessions often arise from mismatches in the participants' engagement levels or from external factors, such as noise or interruptions. These distractions can lead to frustration and annoyance,

making it difficult for both the tutor and the tutee to maintain concentration and effectively engage with the material.

Moreover, when one student perceives the other as not taking the session seriously or being easily distracted, it can lead to tension and a breakdown in the tutoring relationship. This is particularly problematic in peer tutoring, where the success of the interaction heavily relies on mutual respect and cooperation. As noted by Goodlad and Hirst (1989), annoyance stemming from such mismatches can create an atmosphere of resentment, where the benefits of peer tutoring are lost due to the focus shifting from learning to managing interpersonal conflicts. Their study suggests that when students are annoyed or distracted, the cognitive load increases, leading to reduced learning efficiency and lower overall academic achievement.

Distractions can also be caused by the inherent informal nature of peer tutoring, where students may feel less compelled to maintain discipline compared to a traditional classroom setting. Research by Topping (2005) indicates that the lack of formal structure in peer tutoring sessions can sometimes lead to a more relaxed environment, which, while beneficial in some contexts, can also foster opportunities for off-task behavior. When students deviate from the task at hand, not only is valuable time wasted, but the effectiveness of the tutoring is compromised, resulting in minimal gains in learning outcomes.

H. Ineffective Tutoring When Both Students Are Uncertain

One of the critical challenges in peer tutoring arises when both the tutor and the tutee are uncertain about the subject matter. This uncertainty can lead to ineffective tutoring sessions, where neither student benefits from the interaction. Studies have shown that peer tutoring's effectiveness is heavily reliant on the tutor's ability to guide and support the tutee through the learning process. When the tutor lacks confidence or understanding of the material, the sessions can become counterproductive, leading to confusion rather than clarity. Research by Roscoe and Chi (2007) highlights that successful peer tutoring depends on the tutor's expertise and ability to scaffold the tutee's learning. When both participants are unsure, the intended benefits of peer tutoring, such as improved comprehension and skill acquisition, are significantly diminished.

Lack of a knowledgeable guide during these sessions can result in the perpetuation of misunderstandings and errors. In such cases, students may reinforce each other's misconceptions, leading to a deeper entrenchment of incorrect information. Topping (1996) emphasizes that for peer tutoring to be effective, there must be a clear knowledge differential between the tutor and the tutee. Without this, the session risks devolving into a situation where neither participant can adequately address the gaps in their understanding, thereby nullifying the potential advantages of the tutoring process.

Furthermore, the psychological impact of mutual uncertainty can also negatively affect students' confidence and motivation. When both students are unsure,

it can lead to increased anxiety and a reluctance to engage with the material. This dynamic can create a feedback loop where the lack of understanding leads to disengagement, which in turn prevents the acquisition of new knowledge. According to King et al. (1998), when students face uncertainty without adequate support, it can lead to a decline in self-efficacy, reducing their willingness to participate in future learning activities, including peer tutoring sessions.

I. Previous Research

The study conducted by M. Labib Al Halim (2021) on the role of peer tutoring in enhancing students' writing skills, particularly in recount text writing, highlights several advantages associated with this instructional method. One of the most significant benefits is the comfort and enjoyment that peer tutoring fosters in the learning environment. Students often feel more at ease when collaborating with their peers, which can lead to a more engaging and enjoyable learning experience. This comfort is crucial, as it encourages students to participate actively in writing tasks, thereby enhancing their overall understanding of the material. Al Halim's findings support the notion that peer interactions can create a supportive atmosphere where students feel free to express their ideas and seek clarification without the fear of judgment from a teacher.

In addition to promoting a positive learning environment, peer tutoring has been shown to increase students' confidence in their writing abilities. As students work together, they provide each other with immediate feedback and encouragement,

which can significantly boost their self-esteem. Al Halim's research indicates that this increased confidence not only improves writing skills but also fosters better relationships among peers. The collaborative nature of peer tutoring allows students to build rapport and develop a sense of community, which is essential for a conducive learning atmosphere. This social interaction can lead to lasting friendships and a more cohesive classroom dynamic, ultimately contributing to students' academic success.

Al Halim's study also identifies several disadvantages associated with peer tutoring in English writing skills. One notable challenge is the potential for unmet goals due to a lack of familiarity among students. When students are paired with peers they do not know well, it can lead to discomfort and reluctance to engage fully in the tutoring process. Additionally, distractions and annoyances may arise during tutoring sessions, particularly if students are not focused or if the environment is not conducive to learning. Furthermore, the effectiveness of peer tutoring diminishes when both students are uncertain about the material being discussed, leading to frustration and a lack of progress in writing skills. These challenges underscore the importance of careful pairing and structuring of peer tutoring sessions to maximize their effectiveness.

Building on the findings presented in the previous article, which highlighted the positive impact of peer tutoring on students' writing skills, it is essential to delve deeper into the specific advantages and disadvantages associated with this instructional approach. The research conducted by Akhtar et al. (2020) emphasizes

several key benefits of peer tutoring in enhancing English writing skills. Notably, students reported a sense of comfort and enjoyment in learning when engaging in peer tutoring sessions. This environment fosters a supportive atmosphere where students feel more at ease to express their thoughts and ideas, ultimately leading to a more enjoyable learning experience. Additionally, the collaborative nature of peer tutoring enhances students' understanding of the material, as they can clarify concepts and receive immediate feedback from their peers, which reinforces their learning process.

Moreover, the study found that peer tutoring significantly boosts students' confidence in their writing abilities. As students work closely with their peers, they receive constructive feedback that helps them recognize their strengths and areas for improvement. This increased confidence not only enhances their writing skills but also positively influences their overall academic performance. Furthermore, the relationships formed during peer tutoring sessions contribute to a more cohesive learning environment, fostering camaraderie and collaboration among students. These improved relationships can lead to a more engaged classroom atmosphere, where students are motivated to support one another in their learning journeys.

The study found that peer tutoring significantly boosts students' confidence in their writing abilities. As students work closely with their peers, they receive constructive feedback that helps them recognize their strengths and areas for improvement. This increased confidence not only enhances their writing skills but

also positively influences their overall academic performance. Furthermore, the relationships formed during peer tutoring sessions contribute to a more cohesive learning environment, fostering camaraderie and collaboration among students. These improved relationships can lead to a more engaged classroom atmosphere, where students are motivated to support one another in their learning journeys.

However, it is crucial to acknowledge the potential disadvantages of peer tutoring as identified in the research. One significant challenge is the possibility of unmet goals due to a lack of familiarity among students. When peers are not well-acquainted, the effectiveness of the tutoring may diminish, leading to frustration and ineffective learning experiences. Additionally, distractions and annoyances can arise during tutoring sessions, particularly if students are not fully committed to the process. This can hinder the overall effectiveness of peer tutoring, especially when both students involved are uncertain about the material being discussed. Therefore, while peer tutoring presents numerous advantages in enhancing English writing skills, it is essential for educators to address these potential drawbacks to maximize the effectiveness of this instructional strategy.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research titled "Exploring Students' Perspective of Peer Tutoring On English Writing Skill Among High School Students at SMA Muhammadiyah 1 Banda Aceh" employed a qualitative design utilizing semi structured interviews and observations to gain an in-depth understanding of the impact of peer tutoring on students' writing skills. This approach allows for the exploration of participants' experiences and perspectives in their own words, providing rich, contextual insights that quantitative methods may overlook (Creswell, 2014). Semi structured interviews facilitate a flexible conversation, enabling researchers to probe deeper into specific responses while maintaining a focus on key research questions. Additionally, observations complement the interviews by allowing the researcher to witness interactions and behaviors in a natural setting, thereby enhancing the validity of the findings. Together, these methods create a comprehensive understanding of how peer tutoring influences writing skills among high school students.

Grounded theory was selected as the methodological framework for this study to allow for the emergence of a theory that is directly tied to the students' lived experiences with peer tutoring. Unlike other research methods that may impose a predefined structure, grounded theory emphasizes the importance of allowing patterns

and themes to naturally arise from the data itself. Through careful coding and constant comparison of interview transcripts and observational notes, this approach enables the researcher to construct a nuanced and contextually relevant understanding of how peer tutoring influences English writing skills. This grounded theory approach is particularly valuable for capturing the complexity and variability of student experiences, leading to a more authentic and comprehensive theory that reflects the realities of peer tutoring in this specific educational setting (Charmaz, 2006).

B. Research Participant

The research was conducted at SMA Muhammadiyah 1 Banda Aceh, focusing on a specific sample of high school students. The researchers selected a sample size of 8 students from a third-grade class. Convenience sampling was employed due to its practicality and efficiency in accessing participants who were readily available and willing to participate. Given the focus on high school students at SMA Muhammadiyah 1 Banda Aceh, it was essential to choose a sampling method that could quickly and effectively gather data from students directly involved in peer tutoring sessions. This method allowed the researcher to work within time and resource constraints while still obtaining valuable insights from participants who were representative of the target population.

The study included 5 students for semi-structured interviews and observations, with these 5 students being part of the larger group of 8 students observed. The interviews provided deeper insights into the students' perspectives, particularly

focusing on the specific writing skills that improved through peer tutoring and the overall impact of the method. Observations of the peer tutoring sessions were conducted to capture real-time interactions and dynamics, offering a comprehensive view of the tutoring process and its effects on students' writing skills.

The setting at SMA Muhammadiyah 1 Banda Aceh provided a conducive environment for investigating the impact of peer tutoring on English writing skills among high school students. The combination of semi-structured interviews and observations facilitated a comprehensive and systematic collection of qualitative data from the selected participants. This approach was integral to gaining a nuanced understanding of the effectiveness of peer tutoring in enhancing the English writing proficiency of high school students.

C. Data Collection

A combination of semi-structured interviews and observations was employed to systematically gather information from the selected participants. Semi-structured interviews were conducted with 5 students from the third-grade class to explore their personal experiences with peer tutoring, focusing on the perceived impacts on their English writing skills. These interviews provided insights into specific areas of improvement, challenges faced during the sessions, and overall attitudes toward the peer tutoring process. The flexible nature of the semi-structured interviews allowed for in-depth exploration of relevant topics while ensuring that key aspects related to the impact of peer tutoring were thoroughly examined.

In addition, observations of the peer tutoring sessions were conducted to capture real-time interactions and dynamics among the students. These observations focused on the behaviors, interactions, and engagement levels during the tutoring sessions, as well as the methods employed by the tutors. The observational data offered a contextual understanding of how the peer tutoring sessions unfolded and their direct impact on the students' writing skills.

By utilizing a combination of semi-structured interviews and observations, the researchers aimed to collect comprehensive and rich qualitative data. This approach enabled a thorough analysis of the perceived advantages and disadvantages of peer tutoring in enhancing English writing skills among high school students at SMA Muhammadiyah 1 Banda Aceh. The collected data provided a holistic understanding of the peer tutoring method's impact, considering both the outcomes and the participants' experiences.

D. Data Analysis

To analyze the data collected in the research on "The Perceived Impacts of Peer Tutoring on English Writing Skills among High School Students at SMA Muhammadiyah 1 Banda Aceh," a comprehensive data analysis approach was employed to understand both the positive and negative impacts of the peer tutoring method. Thematic analysis was utilized to examine the data collected from semi-structured interviews with the 5 students. This analysis focused on identifying recurring

themes and patterns in the students' responses, providing deeper insights into the perceived advantages and disadvantages of the peer tutoring method.

Observational data gathered during the peer tutoring sessions were also analyzed to capture real-time interactions and dynamics. This analysis concentrated on identifying effective tutoring strategies, levels of student engagement, and the overall atmosphere during the sessions. By closely examining the behaviors and interactions of students during these sessions, the researchers gained a nuanced understanding of how the peer tutoring process influenced students' writing skills.

To further enhance the analysis, variations within the participant data were explored, taking into account factors such as the frequency and duration of peer tutoring sessions. This exploration aimed to reveal insights into how different aspects of the peer tutoring method correlated with improvements in specific writing skills. Additionally, the relationship between students' reported experiences, their satisfaction with the peer tutoring method, and observed changes in their writing abilities was examined.

By employing thematic analysis of interview data and observational analysis of peer tutoring sessions, the researchers aimed to draw meaningful conclusions about the perceived impact of peer tutoring on English writing skills among high school students at SMA Muhammadiyah 1 Banda Aceh. This multifaceted approach allowed for a holistic understanding of the peer tutoring method's effectiveness, incorporating both

the outcomes observed during the sessions and the experiences shared by the participants.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding from the Interview

In this section, the researcher presents the findings on the impact of peer tutoring on the English writing skills of high school students at SMA Muhammadiyah 1 Banda Aceh. The findings are categorized into five sub-sections: Comfort and Enjoyment in Peer Tutoring Sessions, Advantages of Peer Tutoring, Challenges and Difficulties in Peer Tutoring, Enhancements in Writing Skills, and Peer Relationships. These results are derived from interviews conducted with students from the third grade of 2024 at SMA Muhammadiyah 1 Banda Aceh, the following are:

1. Advantages of Peer Tutoring in English Writing Skills

Through the interviews conducted, several key advantages of the peer tutoring method were identified among high school students at SMA Muhammadiyah 1 Banda Aceh. These advantages reflect the positive impact peer tutoring can have on students' learning experiences and outcomes, particularly in the context of improving English writing skills.

a. Comfort and Enjoyment in Learning

Many students reported that peer tutoring made the learning process more comfortable and enjoyable. They felt less intimidated and more at ease when learning

from peers, which allowed them to engage more openly and participate actively in the learning process. This comfort level encouraged students to explore the material more thoroughly, leading to a deeper understanding.

NCA revealed that:

“I usually do it because I feel shy asking the teacher, sir. I feel embarrassed to ask the teacher, but it’s more comfortable asking friends.”

DA revealed that:

“I usually do it, sir, because I’m afraid to ask the teacher in case I make a mistake. So, I prefer asking friends instead.”

IZ revealed that:

“Happy, sir. I prefer learning with friends because I understand better and it's more comfortable with my own friends.”

b. Enhanced Understanding of the Material

Students expressed that peer tutoring significantly improved their understanding of English writing concepts. When explanations came from their peers, it often resonated better with them, as peers could explain concepts in a way that was more relatable and easier to comprehend. This peer-to-peer interaction facilitated a

more effective learning process, enabling students to grasp difficult concepts more efficiently.

ZM revealed that:

“I felt that I understood better from my friend’s explanations than from the teacher directly. That’s right, sir. I understand better from my friend’s explanations. I don’t have any other feelings, just that.”

IZ revealed that:

“Happy, sir. I prefer learning with friends because I understand better and it’s more comfortable with my own friends.”

c. Increased Confidence

Another notable advantage was the increase in confidence among students. As they engaged in peer tutoring, they found themselves not only receiving help but also offering assistance to others. This dual role of being both a learner and a tutor bolstered their self-confidence, making them more willing to participate in class discussions and writing activities.

HA revealed that:

“Yes, it does. Because we ask friends questions, there’s no need to be too afraid, so when we’re asked to write or speak in English, we become more confident.”

IZ revealed that:

“It has a significant impact, sir, because there is definitely a difference in confidence when speaking with friends compared to a teacher. Speaking with friends is definitely more comfortable and freer.”

d. Improved Relationships with Peers

Peer tutoring also positively affected students' social interactions. The collaborative nature of this method fostered stronger relationships among students, as they worked together towards a common goal. This camaraderie extended beyond the classroom, contributing to a more supportive and cohesive learning environment.

HA revealed that:

“It has improved, sir, because we talk and communicate with our friends.”

ZM revealed that:

“Yes, sir, it has improved because we help each other as friends.”

NCA revealed that:

“It depends, sir. If you ask a lot, they might get annoyed, but if you ask once or twice, they might help.”

DA revealed that:

“It gets better, sir, because friends care more. If we ask something, they’ll definitely help.”

IZ revealed that:

“It clearly improves, because during peer tutoring, besides helping explain the material, it also makes us understand better and exchange ideas about the material.”

e. Enhancement in Writing Skills

Lastly, the most significant advantage reported was the tangible improvement in students’ English writing skills. As students regularly practiced writing and received feedback from their peers, they were able to refine their writing techniques, resulting in noticeable progress in their writing abilities.

HA revealed that:

“Honestly, there have been some improvements in grammar, like it being more organized. However, it’s not a lot because we learn with friends, so it’s somewhat limited. Sometimes, when a friend is explaining something or when I’m explaining, new vocabulary comes up. We don’t know what the English words are, so we look them up together. Yes, I do. Usually, on my own, the sentences aren’t very good, but when I ask for help from a friend, the structure

becomes better. Yes, sir. The writing remains cohesive even though the ideas are given by friends; the content of the writing stays connected. It's just average, not too great, though."

ZM revealed that:

"Certainly, it has improved, sir, because we get help from friends who can see our weaknesses and assist us, making our grammar better. It's more about translating Indonesian words to English, sir. There are Indonesian words I didn't know the English for, but after getting help from friends, I learned the English equivalents. I'm capable, sir, but the results aren't always great because they often come from friends too. Before, it was just average, but after getting help from friends, it became better and more organized. Sometimes it connects, sometimes it doesn't, sir, because I honestly get confused when I get too much help and it's too detailed. So, sometimes it doesn't connect well if I get too much assistance."

NCA revealed that:

"It's better, sir, because friends usually notice where we make grammar mistakes. Yes, sir. For example, in class, I heard the phrase "never mind" for the first time. I didn't think about its meaning, but it turns out it means "no problem." There's a slight improvement, sir. Before getting help from friends, my sentences were often messy, but after their assistance, they became more

structured. It usually gets better, sir, because the more I write, the more ideas I get, and everything connects well. I also enjoy using my imagination.”

DA revealed that:

“It’s just the usual, sir. Sometimes learning with friends doesn’t improve grammar much, unless we ask the teacher directly for corrections. For example, the word “hope,” sir. I just learned that it means “harapan,” and I got that from a friend who explained the meaning. Yes, sir. Also, I learned the word “earthquake” while studying with a friend. It means “gempa bumi.” Usually, when the teacher asks us to write a story, it’s better with help from friends. For example, if something is missing, Devika asks friends, and then it gets improved and becomes better. It helps too, sir. For example, when writing a long text, I need to read it several times to ensure it’s coherent. But if I ask a friend just once, they will point out if something doesn’t connect in the text, which is really helpful.”

IZ revealed that:

“The more frequently peer tutoring is conducted, the more sharpened our writing skills become, where we are not only required to master the material but also to explain it well and use clear grammar so that it is easily understood. One aspect that helps me enrich my vocabulary during peer tutoring is the discussions. Peer tutoring also reveals vocabulary that students

were previously unfamiliar with or did not understand. For example, phrases like "under the weather" were not known to everyone, but through peer tutoring, I became familiar with this phrase, thus expanding my vocabulary. Yes, there is, because it goes back to the previous answer. During peer tutoring, it will expose new vocabulary that we might not have heard before, so we become familiar with it. Before peer tutoring, I could only construct sentences like "she was in unhealthy condition so he had to withdraw from the championship," but now I can say "she was sufficiently under the weather to have to pull out of the championship." I also heard this from the Olympics I watched."

2. Disadvantages of Peer Tutoring in English Writing Skills

While the peer tutoring method has several advantages, the interviews also revealed some challenges and disadvantages associated with its implementation. These issues can hinder the effectiveness of peer tutoring and may need to be addressed to maximize its benefits.

a. Unmet Goals Due to Lack of Familiarity Among Students

One challenge identified was that peer tutoring did not always achieve its intended goals, particularly when students did not know each other well. The lack of familiarity and rapport between students sometimes made it difficult to establish effective tutoring relationships, leading to less productive learning sessions.

HA revealed that:

“It might be difficult when working with someone you just met, sir. Sometimes we also feel embarrassed to ask questions to friends”.

b. Annoyance and Distractions During Tutoring

Some students reported feeling annoyed or distracted when their peers frequently asked questions about the material. This constant interruption not only disrupted the learning flow but also caused irritation, particularly if the tutor-student pairing was not well-matched in terms of knowledge levels.

NCA revealed that:

“Yes, sir. Sometimes our friends get annoyed because we bother them a lot”.

c. Ineffective Tutoring When Both Students Are Uncertain

A significant disadvantage highlighted was the scenario where both the tutor and the tutee were unclear about the material. When a student sought help from a peer who was also struggling with the same topic, the session became unproductive, leading to confusion and a lack of progress in understanding the writing material.

ZM revealed that:

“The challenge I faced, sir, was when we asked a friend a question and they also didn’t understand well, sometimes it didn’t meet expectations.”

DA revealed that:

“The challenge or difficulty is when the friend doesn’t understand either, so both the teacher’s explanation and the friend’s explanation are lacking.”

IZ revealed that:

“Of course, sir. Challenges do arise, especially when the friend isn’t very knowledgeable either. What I usually do is search for the material online or ask other friends.”

B. Finding from the Observation

In addition to the interview findings, observations were conducted to validate and gain further insight into the students' experiences with peer tutoring in English writing skills at SMA Muhammadiyah 1 Banda Aceh. These observations took place in the school's library, where third-grade students studied English under the supervision of their teacher. The findings from these observations are consistent with the themes identified in the interviews, reinforcing the authenticity of the students' experiences.

1. Comfort and Enjoyment in Learning

During the observations, it was evident that students genuinely enjoyed the peer tutoring sessions. For example, one student who mentioned in the interview that he felt more comfortable learning with his peers was consistently observed engaging enthusiastically with his classmates. He appeared relaxed, frequently smiled, and was actively involved in discussions with his peer tutor. This behavior aligned with his statement from the interview, confirming that peer tutoring provided a more enjoyable and less intimidating learning environment for him.

2. Enhanced Understanding of the Material

The observations also supported the interview findings regarding the enhanced understanding of the material through peer tutoring. Students were observed explaining concepts to each other, using simple language and examples that made the material more accessible. In one instance, a student who had struggled with a particular writing concept was observed receiving help from a peer, after which he was able to complete a writing task more confidently. This practical, peer-based assistance appeared to facilitate a better grasp of the English writing material.

3. Increased Confidence

In line with the interview findings, the observations showed a noticeable increase in students' confidence during peer tutoring sessions. Students who initially seemed hesitant to participate became more vocal and assertive as they engaged with

their peers. For instance, a student who admitted in the interview that he felt more confident when helping others was observed actively taking on the role of a tutor, guiding his classmates and answering their questions. This demonstrated how peer tutoring not only enhanced individual understanding but also boosted students' self-assurance in their academic abilities.

4. Improved Relationships with Peers

The social benefits of peer tutoring were also apparent during the observations. Students were seen collaborating closely with each other, often laughing and engaging in friendly banter as they worked through writing exercises. This positive interaction fostered a sense of camaraderie and mutual support among the students, which was consistent with their interview responses about improved relationships with peers. The collaborative atmosphere in the library was a clear indicator that peer tutoring helped strengthen social bonds within the classroom.

5. Challenges and Disadvantages Observed

While the observations largely confirmed the advantages of peer tutoring, some challenges were also noted, particularly those mentioned in the interviews. For example, students who expressed frustration about being paired with unfamiliar peers were observed struggling to establish effective communication during the session. These students appeared less engaged and more hesitant to ask questions, which may have hindered their learning experience. Additionally, there were instances where both

the tutor and the tutee were uncertain about the material, leading to unproductive sessions as noted in the interviews.

C. Discussion

Based on the interviews and observations with third grade students from SMA Muhammadiyah 1 Banda Aceh, the following is a discussion about the impact of peer tutoring on English writing skill among high school students at SMA Muhammadiyah 1 Banda Aceh:

It was found that almost all students stated that they are happy to participate in every peer-tutoring session. Comfortable and enjoyable study sessions with peers are the primary reasons several students participate in peer tutoring. Comfort and enjoyment in learning using peer tutoring enhances students' engagement and motivation, as noted by Akhtar (2020). ZM, for instance, expressed that he feels he understands the material better when explained by his peers rather than by his teacher. Similarly, IZ mentioned that he prefers learning with friends because it not only enhances his comprehension but also makes him feel more at ease.

On the contrary, some students disclosed their disagreement with peer tutoring for various reasons. HA, for example, stated that he feels frustrated because the teacher does not pay adequate attention to him during peer tutoring sessions. Additionally, DA revealed that she feels compelled to participate in peer tutoring out

of fear of making mistakes in front of the teacher, as Topping and Ehly (1998) suggest, peer tutoring can mitigate the anxiety students often experience during teacher evaluations, thereby fostering a more conducive environment for learning. These varied responses highlight the differing perspectives and experiences students have with peer tutoring, underscoring the need for careful consideration and balance in its implementation.

Several students identified benefits gained from participating in peer tutoring sessions. These benefits include not feeling afraid of making mistakes when learning with peers compared to learning with teachers. They also reported feeling more relaxed and enjoying the process more, which in turn boosted their confidence in writing and speaking in English. This sentiment was expressed by both HA and IZ. Effective communication with peers regarding learning material is essential in peer tutoring. Several students reported that their relationships with peers improved and became closer through these sessions. They acknowledged that one of the minor benefits they experienced was the strengthening of their interpersonal connections with their peers.

Students identified several challenges and difficulties during peer tutoring sessions. HA noted that it would be difficult to conduct peer tutoring with someone they are not familiar with, as this can create an environment where conversation is not free-flowing, as Fantuzzo and Ginsburg-Block (1998) observed, unfamiliarity between students can hinder the effectiveness of the peer tutoring process, preventing

it from reaching its full potential. Thereby hindering the success of peer tutoring.

NCA mentioned that peers might feel disturbed if continuously asked about material they do not understand. Other students, such as ZM, DA, and IZ, indicated that a common challenge is when the peer they seek help from is not more knowledgeable and struggles to provide assistance.

Several students reported improvements in their writing skills attributed to peer tutoring. They felt that peer tutoring helped them enhance their grammar, making it more structured and refined than before, as experienced by HA, ZM, NCA, and IZ. Additionally, students noted an increase in their vocabulary through the discovery of new words and phrases during peer tutoring sessions. Working with their tutors, they encountered numerous new vocabulary items, which enriched their language use. Furthermore, peer tutoring enabled students to gather and develop ideas provided by their tutors, thus broadening their writing skills, as Simmons (1995) noted, the reciprocal nature of peer tutoring significantly enhances the understanding of writing strategies for both the tutor and the tutee. Their research demonstrated that tutors, while guiding their peers, often reinforce their own knowledge and deepen their understanding of writing techniques. The process of generating and integrating these ideas was instrumental in their writing development. Coherence and cohesion in their writing were also maintained with the assistance and oversight of their peer tutors, resulting in minimal errors.

The observation confirms that peer tutoring significantly enhances not only the writing skills of students but also strengthens their social connections. The consistent alignment between interview responses and observational data underscores the effectiveness of peer tutoring as a method of learning. These results suggest that implementing peer tutoring method can create a more engaging and supportive educational environment, benefiting both academic achievement and social development among students.

In conclusion, the peer tutoring sessions at SMA Muhammadiyah 1 Banda Aceh have shown a variety of impacts on students' learning experiences and outcomes. Several students identified significant benefits, such as increased comfort and confidence when learning with peers, which enhanced their writing and speaking skills in English. However, challenges were also noted, including difficulties in engaging with unfamiliar peers and concerns about burdening friends with questions. Despite these challenges, many students reported improvements in their writing skills, particularly in grammar and vocabulary, and appreciated the structured and cohesive feedback from their peer tutors. Additionally, peer tutoring facilitated better communication and closer relationships among students, highlighting its role in fostering a supportive learning environment. Damon and Phelps (1989) observed, peer tutoring plays a key role in helping students develop essential social skills, such as effective communication and empathy. Their research highlighted that these skills are crucial for fostering positive relationships with others, emphasizing the broader

social benefits of peer tutoring beyond academic improvement. Overall, while peer tutoring presents some obstacles, it offers substantial academic and social benefits that contribute to students' educational development.



CHAPTER V

CONCLUSIONS & RECOMMENDATIONS

A. Conclusions

In this chapter, the researcher presents the conclusions drawn from the study on the impact of peer tutoring on English writing skills among high school students at SMA Muhammadiyah 1 Banda Aceh.

The findings indicate that students generally experience more positive than negative impacts from participating in peer tutoring sessions. The majority of students reported feeling more comfortable and at ease when learning with peers compared to traditional teacher-led sessions. Additionally, peer tutoring has been shown to strengthen interpersonal relationships among students, as it encourages collaboration and mutual support.

Students also reported significant improvements in their writing skills. Enhanced grammar structure, better coherence, and cohesion in writing were common benefits mentioned by the participants. The acquisition of new vocabulary and phrases was another key advantage, contributing to their overall language proficiency. Furthermore, the peer tutoring sessions provided an environment where students could brainstorm and integrate various ideas into their writing, resulting in more organized and comprehensive compositions.

Despite the few challenges and difficulties encountered, such as unfamiliarity with peers and the potential for disturbing classmates with questions, the overall positive outcomes suggest that peer tutoring is an effective method for improving English writing skills and fostering a supportive learning environment.

These findings underscore the value of peer tutoring in enhancing not only academic performance but also social connections among students. The study highlights the potential of peer tutoring to serve as a beneficial supplement to traditional teaching methods, promoting both educational and personal development.

B. Recommendations

Based on the findings of this study, the following recommendations are proposed to enhance the effectiveness of peer tutoring in improving students' English writing skills at SMA Muhammadiyah 1 Banda Aceh:

1. Facilitate Supervision and Support from Teachers

It is important for teachers to provide supervision and support during peer tutoring sessions. With guidance from teachers, students can feel more comfortable asking questions and interacting, as well as receiving constructive feedback to address the difficulties they encounter in writing.

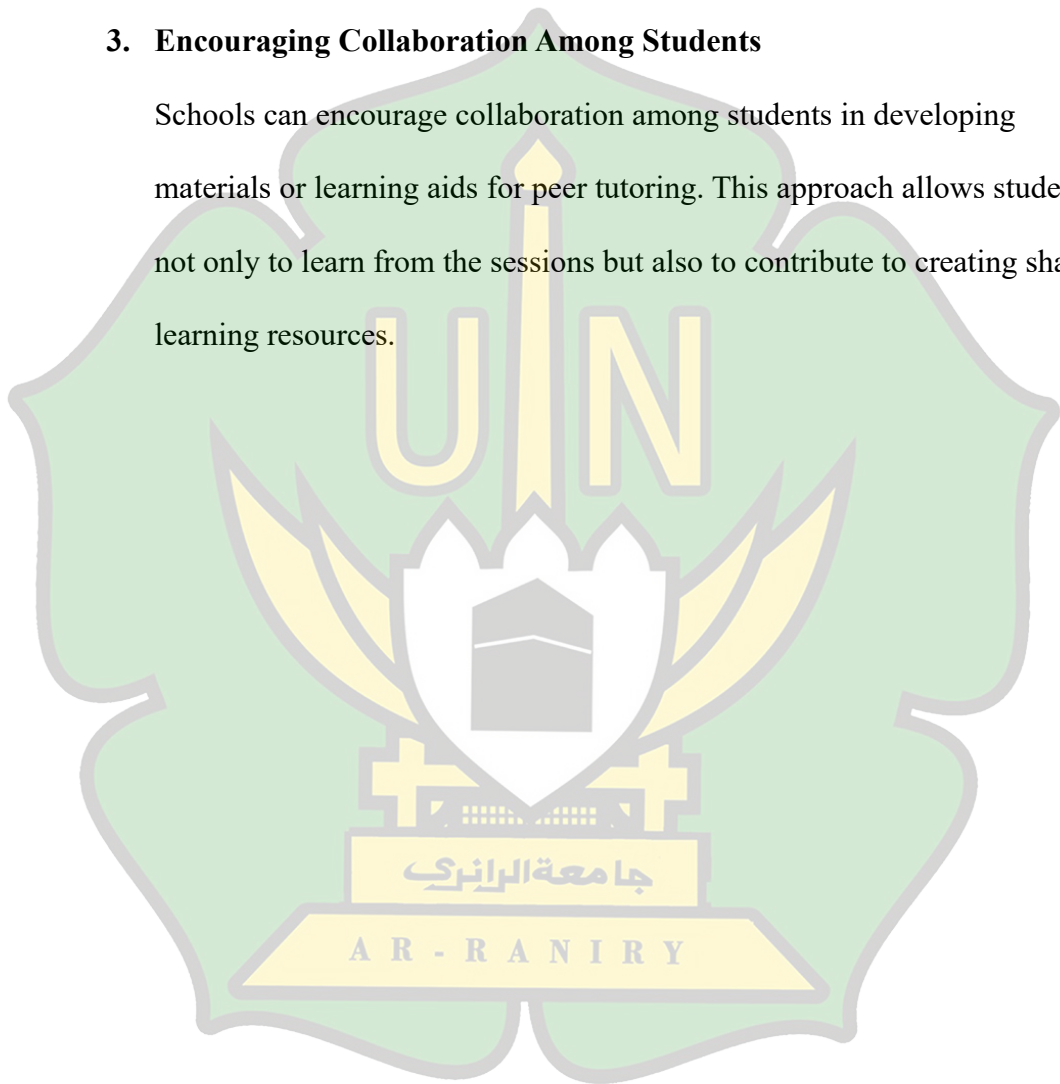
2. Increasing Awareness of the Benefits of Peer Tutoring

It is recommended to raise awareness among students about the benefits of peer tutoring. Schools can organize seminars or workshops that explain

how peer tutoring can help improve writing skills and foster better relationships with peers.

3. Encouraging Collaboration Among Students

Schools can encourage collaboration among students in developing materials or learning aids for peer tutoring. This approach allows students not only to learn from the sessions but also to contribute to creating shared learning resources.




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Appendix A Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: B-4823/Un.08/FTK/Kp.07.6/05/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang

Mengingat

Menetapkan

KESATU

KEDUA

KETIGA

KEEMPAT

KELIMA

a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;

b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;

c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
- Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
- Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
- Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
- Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
- Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
- Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
- Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
- Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa:

Menunjuk Saudara **Chamisah, M.Ed**

Untuk membimbing Skripsi

Nama : Rinaldi Syah Putra

NIM : 200203049

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Impact of Peer Tutoring on English Writing Skill Among High School Students at SMA Muhammadiyah 1 Banda Aceh

Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;


Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh

Pada tanggal : 28 Juni 2024




PLH Dekan,



Habiburrahim
 Nomor : B-4288/Un.08/FTK/Kp.07.6/05/2024
 Tanggal 27 Mei 2024

Tembusan

- Salinan Kementerian Agama RI di Jakarta;
- Daftar Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktor Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
- Kantor Pelayanan Perpendikdasan Negeri (KPPN), di Banda Aceh;
- Rektor UIN Ar-Raniry Banda Aceh;
- Kepala Bagian Keuangan dan Administrasi UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Yang bersangkutan;
- Arsip.

Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-5283/Un.08/FTK.1/TL.00/7/2024
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala SMA Muhammadiyah 1 Banda Aceh
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **RINALDI SYAH PUTRA / 200203049**
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
Alamat sekarang : Lampermai, Cot Irie, Kabupaten Aceh Besar, Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Impact of Peer Tutoring on English Writing Skills Among High School Students at SMA Muhammadiyah 1 Banda Aceh*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 17 Juli 2024
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 23 Agustus 2024
Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

A R - R A N I R Y

AUTOBIOGRAPHY

Name : Rinaldi Syah Putra
NIM : 200203049
Place/Date of Birth : Banda Aceh/23 Oktober 2001
Gender : Male
Religion : Islam
Status : Single
Occupation : Student
Nationality : Indonesia
Address : Rumah Dinas Dokter Kesdam No. 5, Kuta Alam,
Banda Aceh.
Email : rinaldis716@gmail.com
Phone Number : +6281377185577
Parents
Name of Father : Nasriadi
Name of Mother : dr. Elvi Hariyani
Father's Occupation : Soldier
Mother's Occupation : Doctor
Address : Rumah Dinas Dokter Kesdam No. 5, Kuta Alam,
Banda Aceh.
Education
Elementary : SDN 40 Banda Aceh (2007-2013)
Junior High School : SMP IT Al-Fityan School Aceh (2013-2016)
Senior High School : MAN 2 Banda Aceh (2016-2019)
University : Ar-Raniry State Islamic University Banda Aceh
(2020-2024)