

**THE USE OF PEER TUTORING IN ACADEMIC WRITING  
CLASS**

**THESIS**



**Submitted by**

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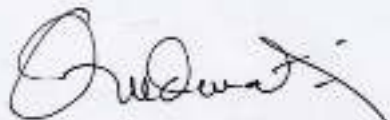
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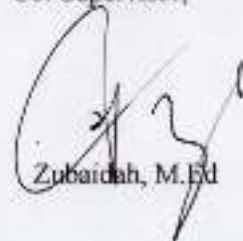
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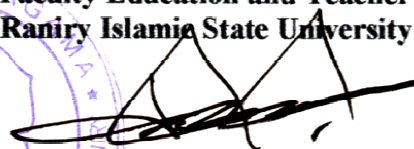
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## ABSTRACT

This qualitative study was carried out to investigate the use of peer tutoring in teaching writing. Also, this research aims to figure out the obstacles faced by the teacher and students in using peer tutoring. It took place at English Language Education Department, UIN Ar-Raniry Banda Aceh. The technique that is used in choosing the sample is purposive sampling. It focuses on one class which consist of 20 students from the 5th semester and one English teacher who applied peer tutoring in teaching academic writing class. The researcher used observation, questionnaire, and interview as main instruments of data collection. The result showed that using peer tutoring in academic writing class was very helpful and useful. Based on the observation and questionnaires, students admitted that peer tutoring benefits them in producing academic writing. By engaging in peer tutoring session, the students could discuss their writing difficulties, learn from friend's writing, and inspire them to produce academic writing. In addition, teacher and students also experienced the obstacles in using peer tutoring where students cannot fully rely on their peers because the information provided by them might be inaccurate, lack of knowledge, and not the expert on the subject. While the teacher also admitted that the obstacle that faced was too many ideas and solutions given by different peers make students confused in making revisions. Also, the students that use peer tutoring as a guarantee in teaching writing which the tutor is not necessarily correct made the teacher afraid that the tutor would teach the students wrongly. Therefore, peer tutoring is a helpful and useful method used in teaching writing. However, both teachers and students also found obstacles in peer tutoring session where they could not fully rely on peers.

**Keyword:** *Peer tutoring, academic writing, writing difficulties.*

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

English as a foreign language can be taught in many ways, many forms, and using many strategies. Those ways, forms, and strategies were used in order to make English easily and efficiently learned by learners (Celis, 2012, p. 210). Basically, there are four skills that are covered by English and are divided into two categories: Receptive skill (Reading and Listening) and productive skill (Speaking and Writing). Since writing is a productive skill which is more complicated than other English skills, many learners faced difficulties in mastering it. Therefore, the teacher needs to find the best strategy to teach writing.

The common strategies used are Information and Communication Technologies (ICT), uses of Portfolio, and Direct Instruction (DI). They have been stated in several studies as an effective strategy for learners with academic and/or behavioral difficulties in writing (Kroesbergen & van Luit, 2003 as cited in Celis, 2012). However, there are still many strategies that were implemented to assist learners with difficulties in writing, such as Peer Tutoring. Peer tutoring is not a new idea in increasing students' understanding. It has been documented and implemented in the past few years as a means to help learners in any academic purposes of English (Boraks & Allen, 2014; Celis, 2012). For instance,

peer tutoring can be a means to improve reading achievement (Boraks & Allen, 2014), effective means to enhance English writing skill (Celis, 2012), and even can be used in other academic achievements, for example in learning TOEFL and IELTS (Ruegg et al. 2017, p. 256).

Specifically, peer tutoring means “learning with and from each other without the immediate intervention of teacher” (Weller, 2009, as cited in Boud et al. 1999). It is clear that peer tutoring may happen without the intrusion of the teachers and sometimes it is planned by the teacher to make the learning process more effective. Similarly, Falchikov (2001) also notes that “the best way to learn is to teach.” If you want to learn, teach what you have known to others and peer tutoring is one of a strategy to learn and share something. It was good to help one another. The faster learners (tutor) help students who have a low understanding, while at the same time, the tutor grabs something from that session. In this case, the peer is not only a friend but also can be a tutor to help them. As Gaustad (1993) believes that peer might more easily understand friends’ problem.

Commonly, the roles presented in peer tutoring sessions are tutor and tutee. A tutor is an experienced person who acts as a teacher with the purpose to give another learner an extra help (Cambridge dictionary). While, tutee is a person who is being tutored (Merriam Webster, 1828). Therefore, peer tutoring sessions is an activity that involved a tutor as the experienced learner help the tutee as less experienced peers by teaching in order to give them extra help with a subject they find difficult. Thus, this strategy was very helpful and useful to be implemented in teaching-learning proces.

Many institutions have applied peer tutoring as a strategy in order to help the learners in the class. It is already used in some subjects of education, such as reading (Boraks & Allen, 2014), writing (Celis, 2012), and even in TOEFL and IELTS (Ruegg et al. 2017). Celis (2012) found that the use of peer tutoring in writing not only can improve writing skill but also can support students' oral production for better performance. Participants of his research also admitted that after peers' correction they were able to correct their own mistakes, based on what they had learned from their peers' correction. Similarly, research of peer tutoring also has been done in academic writing (O'sullivan & Cleary, 2014) which was focused on the engagement of peer tutoring in academic writing. They found that peer tutoring is an appropriate pedagogical approach to the development of writing in their context. Therefore, peer tutoring could really help students to write well.

Basically, writing and academic writing is different. Academic writing has the rules to be expressed in the writing. As Bowker (2007) defines academic writing as "a special genre of writing that prescribes its own set of rules and practices." It cannot be done in once or twice practices. Students need additional explanations and exercises to produce academic writing. Bowker also describes the structure of academic writing which is a beginning, middle, and ending (essay format). Moreover, critical thinking is also emphasized so that students become aware of their choice of words, sentences, and organizational techniques on the effectiveness of their writing (Zemach & Rumisek, 2005). Hence, a writer needs to revise his/her writing before the final draft of academic writing. On editing and

revising it, students do need help from the expert such as the teacher. If the teacher is unavailable, finding the peers are the finest way to tutor them.

According to preliminary research, the difficulties that students face in writing academically was unsure with their writings, grammatical error, and coherency. As Bowker (2007, p. 1) points out that "Writing is a difficult process". It needs extra practices and explanations since it was the productive skill. Another problem that students face was the time constraint in the teaching learning process. Students do not have adequate time to learn academic writing in detail and to practice it in the class. Therefore, most of students were in doubts and need someone to sort out their doubt by finding a tutor. Since the teacher is unavailable, a peer is the one who can tutor them in improving writing skill.

There were many studies conducted about peer tutoring but the focus of the study was different. The same study of peer tutoring in writing was also conducted by Adrian Yesid Celis on the title "Understanding the Effectiveness of Peer Tutoring as a Process to Improve English Writing among Beginner-Level EFL Student". It was conducted to English students at Public University in Columbia. His research focuses more on the effectiveness of peer tutoring and the obstacles to the use of peer tutoring. In addition, the data gathered by Adrian Yesid Celis showed that the participants of the research really liked the implementation of peer tutoring in their learning process because that was an opportunity to improve their writing skill. However, the students admit that tutors less preparation affects student's performance in the development of their skills as the session was not running well. Celis was not possible to analyze it because

there was not enough evidence to support that potential theme. Therefore, further research is needed.

In this research, the researcher was interested in conducting a research project with focus on the implementation of peer tutoring in teaching writing and the obstacles that teachers and students face toward peer tutoring. The researcher was excited to conduct this research to English education department students of Ar-Raniry State Islamic University, who are taking academic writing class this semester. She believed that the students who are taking academic writing class would be familiar with the rules and the concept of writing academically.

## **B. Research Questions**

The research was conducted to answer the questions below:

1. How does the implementation of peer tutoring in teaching academic writing?
2. What are the obstacles that teachers and students face toward peer tutoring?

## **C. Aims of Study**

This study was held for the purposes to :

1. To figure out the implementation of peer tutoring in teaching academic writing.
2. To find out the obstacles that teachers and students face toward peer tutoring.

#### **D. Significance of Study**

This study can be benefits in three sides, they are: English language researchers, university students, and lecturer or practitioner of English language. Firstly, this study benefits English language researcher as basic information because academic writing was very important to be improved.

Secondly, this study is useful for teachers, lecturers, and tutors because it can promote collaborative learning and led to improve students' academic success.

Thirdly, this study hopefully is also beneficial for university students to improve their writing skills from the finding of this study.

#### **E. Terminology**

There are some terms used in the study that need further explanation, they are:

##### **1. Peer Tutoring**

Peer tutoring is “a system of instruction in which learners help each other and learn by teaching” (Goodlad and Hirst, 1989). This activity becomes one of many strategies in teaching learning process, especially in writing and/or academic writing course. What the researcher means of peer tutoring in this study is a teaching strategy that applied in academic writing class and used purposively to improve students' academic writing skills. Thus, peer tutoring could help students with academic and/or behavioral difficulties in writing.



## 2. Academic writing

Academic writing is one of the core courses that is taught in English language education department and that was learned by students on how to write an essay or another writing task that must be written academically. Bowker defined academic writing as “a special genre of writing that prescribes its own set of rules and practices.” While the academic writing that researcher means here is the required subject in English language education department curriculum for the 5<sup>th</sup> semester-students. Therefore, this course is a core course to students of English education department to fulfill their university assignment, such as papers and thesis.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Relevance Studies Toward Peer Tutoring and Academic Writing**

This research has been presented in several studies undertaken in the field of peer tutoring. This particular study focused on the concepts given to peer tutoring and the obstacles faced by tutor or tutee in peer tutoring sessions. The focus will show different studies with the others research that already conducted.

Grubbs & Boes (2009, pp. 21-26) examined the effect of peer tutoring program at middle school. The research is action research with the focused on improving a peer tutoring program. Based on the teachers and students surveyed, they found that the program has the improvement toward the tutors and tutees that were engaged in the program, and it was very effective to be implemented. The benefits appeared in the sessions of peer tutoring naturally. Accordingly, to increase the effectiveness and participation in the program, the improvement must be made highly.

Similarly, Celis (2012, p. 215) in his case study, found that there are two themes that highlighted, the advantages and disadvantages of peer tutoring. He identified 3 advantages in improving English writing skill, as follow: Group work opportunities, extra help outside the classroom, and fostering students' self-confidence. Also, he described the disadvantages expressed by tutees which is

lack of planning of methodology that tutors used in the sessions of peer tutoring. As a result, the tutees seemed to be bored to be engaged in tutoring sessions.

In O'Sullivan and Cleary (2014, p. 62) a qualitative research, which focused on the engagement of peer tutoring in Academic writing showed that there is active and collaborative learning happened toward students engagement in academic writing. e.g. the knowledge is transferable to the peers by engaging the activity of peer tutoring. The activity is set for undergraduate students within purposes to foster a transformative learning environment for the tutors and their peers.

Likewise, Ruegg, Sudo, Takeuchi & Sato (2017, pp. 258-261) did a study of peer tutoring which is focused on the academic achievement center at a university in Japan. The academic achievement center was not limited to language Courses but it covers other courses of mathematics, natural science, and standardized English proficiency tests such as TOEFL and IELTS. It found that the highest requests course of spring term 2013 to spring term 2015 was Basic Education (BE) group with 247 requests for the 4 term- English for Academic Purpose(EAP), Global Studies/Global Business (GS/GB), Basic Education (BE) and Exchange Students (EXC). Specifically, the subject that requested by BE students was 34% requested for standardized English proficiency tests including TOEFL ITP, IBT, and IELTS. The second most frequent subject is Academic Writing with 26%. The rest are requests for Algebra, Statistic, and Math. Therefore, the students are required to increase their English ability and GPA to get accepted into mandatory study abroad programme. At the same time, they

need to increase the demand for Academic Writing classes as one of important skill to study abroad.

Although all these studies have presented the effects, advantages, disadvantages, and the engagements of peer tutoring in many skills, they showed that the general success or failure of peer tutoring session may happen in any purposes. However, the current study was different from the previous studies with the main focus here is to see the improvement of students' writing skill by using peer tutoring and the obstacles that teacher and student faced in peer tutoring. Thus, further explanations of this study will be discussed in chapter 4.

## **B. Review on Peer Tutoring**

### **1. Definition of Peer Tutoring**

Peer tutoring has been long recognized as an activity to help learners with special needs (Topping, 1993; Okoroma, 2013; Boraks and Allen, 2014). People with various difficulties of learning have participated in peer tutoring consciously or unconsciously. For instance, it happens naturally when students need help and finds the peer was the easiest way to them.

Broadly, "peer being defined as someone belonging to the same group in society where membership is defined by status." (Goodlad & Hirst, 1989, p.21 ). It means the status of the peers is a fellow-learner and not a teacher. They can be concluded as someone who was in the same level of education that has the same experience in learning, Goldschmid and Goldschmid (1976, as cited in Falchikov, 2001, p. 1). However, the word "Peer" may be found in many forms in education

field, i.e. peer assessment, peer feedback, peer teaching, and peer tutoring (Falchikov, 2001, pp. 6-10). all these forms aim to aid the learning process by having interaction with the peers. Each of forms of peer has their own characteristics to differ.

Peer assessment is involving a member of a class/group assess the work or performance of their peers in using relevant criteria. It is grading someone's work to enhance his/her skill. While peer feedback can be defined as the positive comments given to improve someone in the learning process. It is just giving some comments without assessing the work. Besides, peer editing is quite similar to peer feedback which the partner or group take notes of others writing and give them the comment. The roles are reversed and the procedures are repeated. On other hands, Goodlad & Hirst (1989, as cited in Okoroma, 2013, p. 2061) pointed out that peer tutoring is about lending a hand to people who need it as a solution. Similarly, Falchikov (2001, p. 7) stated that peer tutoring is the experienced individuals tutoring the less experienced tutee in increasing understanding. The less experienced students believe that they can trust and learn from the peer in which skilled in the subject tutored. While the experienced students do not have any rules of finding and tutoring the less experienced students. Therefore, the purpose of this method is just to help any students who need it as extra learning inside and outside the classroom.

In addition, the role that exists in this method is tutor and tutee. A tutor is the main role in peer tutoring. They are not a teacher but a fellow-learners who help another student in learning by teaching. As Falchikov states that the tutor is

not a teacher since they do not have professional qualification of teaching. The peer tutors do not have the power to grade the peers and control over the curriculum or the materials used. While tutee is a student who got the difficulty and needed the help from others. Hence, In order to teach the tutee, the tutor must really be knowledgeable and skilled (Okoroma, 2013, p. 2061).

In conclusion, peer tutoring is one of a method that English teacher can use in order to give the students extra help in the subject learned. As Goodlad & Hirst (1989) It is a session where a friend lending his/her hand to guide other friends to solve their problem in the subject discussed. In the case of academic writing, it needs more practices to make it sounds academically. Students might get some helps from peers to discuss or share the experiences in producing academic writing.

## **2. Varieties of Peer Tutoring**

Many researchers point out that peer tutoring occurs when the tutor and the tutee are at the same age and similar level of education. However, it is not impossible if the older students and different level of educations are involved in this session. The name of peer tutoring may change when the role of tutors and tutees are changed in the sessions. Falchikov (2001, pp. 9-47) he separated the peer tutoring into four varieties:

### **a. Same-level peer tutoring (Equal Status)**

When the tutors and tutees are in the same class or year group, similar competence, and similar levels of development, the peer tutoring belonged to tutoring at the same level. In the same level tutoring, the role that is taken by

students may be fixed or may be changed. The skilled and knowledgeable student will be the tutor. However, a tutor will not always be a tutor, the role could be reversed when there are some obstacles in some subjects when they are not mastering it. Same-level equal-status peer tutoring techniques are designed to aid students in a variety of ways from ice-breaking to problem-solving. Hence, the status of these peers clear that defined as someone in the same group or similar status of society that the role can be changed.

b. Same-level peer tutoring (Unequal Status)

Unequal status of peer tutoring is typically involving the students from two institutions within the students are from different schools and do not share the same status in terms of experience or level of skill. However, status differences may be identified, amplified or introduced into same-level student groups. This activity is may call teaching assistants and teacher-of-the-day. The ‘teacher-of-the-day’ scheme, in which students take turns at running a session. In this system, status differences are introduced by the instructor, not the tutor.

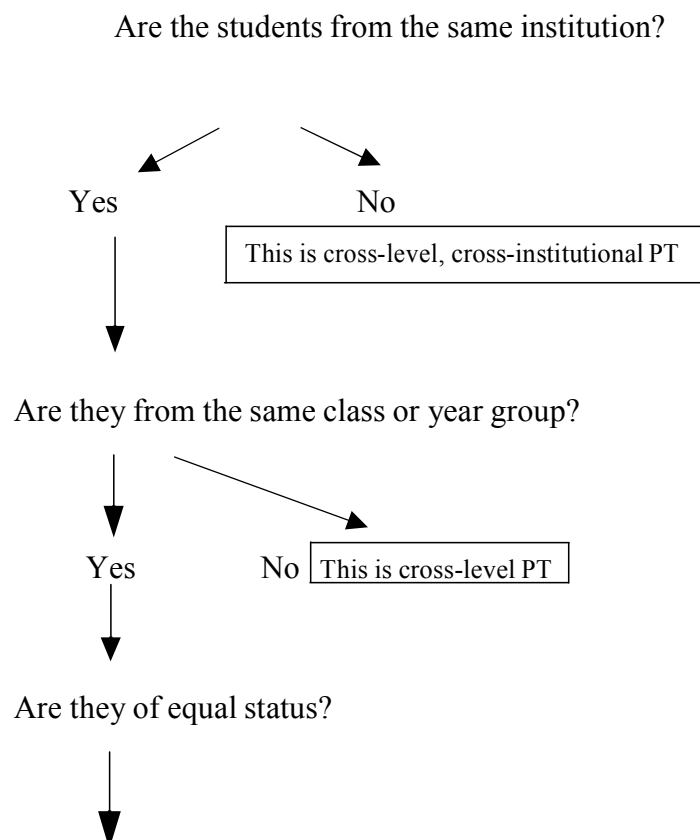
c. Cross-level peer tutoring (Involving one institution)

Cross-level peer tutoring may take plays within one institution and occur when the students are from the different level of groups, e.g. involving the senior and the older students. In this category of peer tutoring, as the older students know more knowledge and experiences than younger students, the role of tutors are taken by them who is older. So, that tutors can transfer their knowledge easily. The system of the role undertaken in this varieties is fixed that the older student is the tutor and the younger is the tutee. In addition, there are other terms of cross-

level peer tutoring, such as cross-age, and cross-year peer tutoring. In fact, the terms were in common.

d. Cross-level peer tutoring (involving two institutions)

Cross-level peer tutoring involves the undergraduates' students of two institutions (Goodlad, 1979). The two institutions are two schools or universities that have a different level of educations. This study was designed "to discover whether tutoring involving undergraduate tutors would be more effective than ordinary classroom teaching in increasing pupils interest in science" (Falchikov, 2001, pp. 46-47). Since this variety involved two institutions, tutors also enjoyed getting to know people from different backgrounds and gaining insight into how their subject was perceived by others. Particularly, this figure explains the distinction of the varieties among peer tutoring:





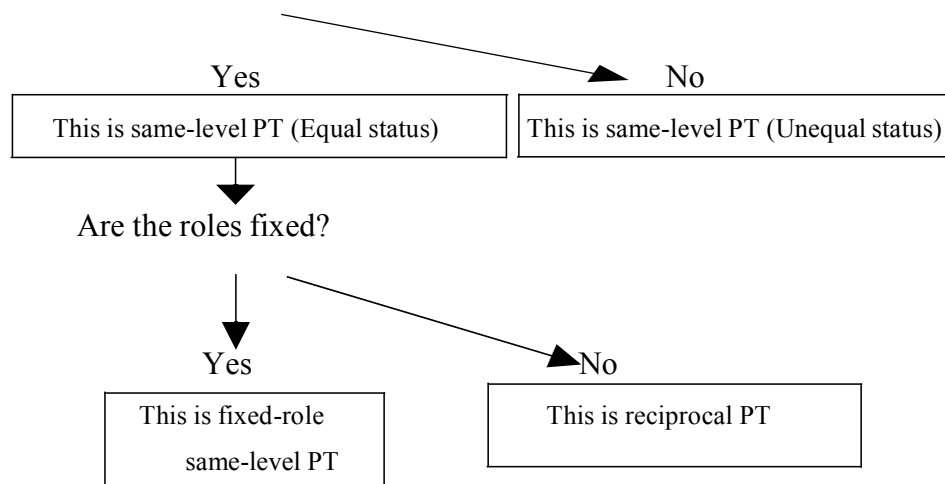


Figure 1 Varieties of peer tutoring (Falchikov, 2001, p. 8)

According to the figure above, the same level peer tutoring equal status was the focus of this research. It involved students in the same class or year group which have the same experience level of education and similar level of development.

### 3. Obstacles in Peer Tutoring

Most of researches were concluded that the use of peer tutoring in academic field was very effective and has good impacts. It can be seen from the students' respond toward the use of peer tutoring. In Okoroma (2013, p. 2060) he holds that the use of peer tutoring is well impacted to students, e.g. tutor and tutee gain new knowledge, develop skill, and increase social interaction. However, not everything will have a positive effect. There will be a thing that does not always work out as we wish. Sometimes, working in a group may lead to negative experiences as they will lay the work on smart students only than discuss it together. Ming and Siew (2013, as cited in Okoroma, 2013, p. 2059) noted some

problems associated in peer tutoring sessions in areas of communication, time and group management, interest sustenance, and lack of knowledge. It is proved by a case study of Feichtner and Davis (1985) that, the students were more likely to express positive experience when groups were formed by the instructor rather than selected by their own. The fact is, if the students formed their own groups, they likely list their groups among smart students and the rest absolutely will face worst experience. Therefore, it leads a negative effect on students when they cannot find someone knowledgeable to help them in tutoring.

In addition, the obstacles also come from the teachers. Some teachers are unwilling to replace their place with the peers. Harris and Aldridge (2015, p. 43) write that there are ten reasons teachers felt the peer tutoring won't work. Some of them are, the teachers may think that *what if he/she teaches wrong? No one can explain teacher's work as well as the teacher*. That was one of the obstacles that the teacher afraid of. In this case, nothing to be afraid of if the tutors were chosen as someone knowledgeable and mastered the concepts in how to tutor students. The key of peer tutoring is the way to construct the situation of tutoring. At the same time, another question is up that *won't my brighter students be held back while they teach the slower ones?*. some teachers are questioning about it but in fact that "a more capable student working with less skilled students is certainly one way to set up a peer tutoring program" (Harris & Aldridge, 1983, p.44). Also, the purpose of peer tutoring sessions is helping the less-experienced students who need extra drill and repetition in learning.

In summary, the obstacles of peer tutoring may come from the tutors, tutees, teachers, and peer tutoring sessions itself. Hence, what the teachers can do to handle those problems are trusting the students to take responsibility in teaching peers.

## **C. Review on Academic Writing**

### **1. Definitions of Academic Writing**

Writing is the important part of university life. e.g. the students have to write an assignment from a paragraph to several pages. As Bowker (2007, p. 2) stated writing as “A skill that is required in many contexts throughout life.” Such as, the students write a story of their lives in a diary, write an email to their friends, and write a letter to somebody. Bowker also explained writing is typically informal and the writer does need to adhere to the structure of punctuation or grammar. However, to produce a good writing, special learning is needed as writing is a productive skill. While at the same time, Bowker pointed out academic writing does many things that personal writing does not. The word choices, the punctuation, the rules on citing and even how to write the right reference in the paper.

Academic writing is one of the core courses that is taught in English language education department of Ar-Raniry State Islamic University. The course focused on how to produce academic writing. i.e. the rules on how to quote

experts arguments, paraphrase, and reference. As a result, students find that writing academically is very challenging since it is a complex and hard process.

Zemack & Rumisek (2005. p. 2) introduce the process of writing to students at first, they have to work on recognizing and identifying the key writing structures. Then, they can use their sense to manipulate the structures and finally apply the structures to their own writing. They also state that students have a chance to work independently, with a partner, or with a group as collaborative learning. While working with a partner or a group, the use of peer tutoring can be implemented.

Based on the explanation above, the researcher agreed with the experts' theory of writing and academic writing is different. Academic writing which is the focus of this research is a complex and long process. Some steps and practices are needed to produce academic writing.

#### **D. Peer Tutoring in Academic Writing**

##### **1. Benefits of Peer Tutoring in Academic Writing**

Some articles emphasized that the use of peer tutoring has benefits to students who are taking part in it. Through peer tutoring, both tutor and tutee gained the improvement of the subject that tutored. The benefits include the improvement of students understanding and performance. Moreover, it improves students confidence and study skills. Celis (2012. p. 215) identified three

advantages in the process of PT in writing. They are *group work opportunities*, *extra help outside the classroom* and *fostering students' self-confidence*.

In *working group opportunities*, the peer tutees get a chance to learn together with peer tutor in order to enhance the subject involved. In improving writing skill, the tutee can take this opportunity to exchange their essay, though, and tips in writing. Commonly, this activity describes collaborative work among classmates to reduce doubts and allow them to make revision or correction of their own and other's written. At the same time, the students get *extra help outside the classroom* from this activity. The students who join this kind of session will get much better in improving the skill of writing. Moreover, the students can work together in finding the solution to the difficulties presented in the writing. As a tutor, they naturally gain more knowledge and understanding of the materials and the contents of the subject. Also, the help from the peers might *foster students' self-confidence*. The friendly environment in which the tutoring sessions were carried out made the students to rehearse and overcome the obstacles in the class. The experts found that the students felt comfortable to the peer tutor attitude even though peer tutees made mistakes, the peer tutor did not make them feel embarrassed of their mistakes. The students' self-confidence improved since they did not need to be embarrassed in the tutoring session.

Besides, peer tutoring also gives some impacts toward students social behavior as they are sharing the obstacles they faced and finding the solutions. Howes and Matheson (1992) stated that having interactions with peers may reflect students' social competence. The theory of Vygotsky (1978) in sociocultural,

suggests that learning is the way the society is developed and the social interaction is important for cognitive. Therefore, to gain an effective and beneficial peer tutoring, the information utilization skill and management capacity of the tutee should be prioritized (Ming and Siew as cited in Okoroma, 2013).

In conclusion, both teacher and students gain the benefits of the use of peer tutoring in teaching writing. It is not only in academic achievement but also in social behavior which is fostering students self-confidence and enhancing peer relationship in social life.

## **2. The Application of Peer Tutoring in Teaching Writing**

Peer tutoring was first introduced in the western world where the concepts of education are quite different from the East. It brought much success in education systems and now it is still in the process of being introduced in the East (Takeuchi, 2015, p. 112). Indonesia universities begin to use this method in their education system. According to previous research, peer tutoring is believed to be applicable to teaching English. It has been employed primarily on the elementary school level in teaching reading (Boraks & Allen, 2014, 479). In particular, during the 1960s and 1970s, writing centers using peer tutors have been established in record numbers on university and college campuses. It caught the attention in the field of education. Therefore, this method was long time used in teaching writing as an alternative way to educational instruction.

Basically, writing is something that has to be taught, it is one of the most important life-long skill for students. When teaching writing, the teacher

absolutely needs to have a method to teach writing effectively and supportively. One of the methods that have been applied to teaching writing was peer tutoring. Some experts have conducted research in which peer tutoring has many advantages and widely used in improving students achieve academic success. This method is very helpful and useful to be implemented to students due to they learn best when working together. In addition, peer tutoring could happen inside or outside the classroom with involves the students from similar academic level (Li & Ngai, 2018, p. 105). The environment that is created by peers is more like sharing the problems, experiences, and ideas so that students learn and find the solution from the discussion.

In conclusion, the application of peer tutoring in teaching writing was a good technique to improve and develop students' writing skill. The theory was proved by applying this method in teaching writing, the students can openly talk about their difficulties, discuss it, and solve it.

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

This chapter presents the description of the research methodology, it covers research design, population, and sample, method of data collection, method of data analysis and research location.

##### **A. Research Design**

This research is qualitative research with case study design. A case study design involved a deep understanding through multiple types of data sources. The data that was gathered in this research was based on the observation, questionnaire, and interview. Those methods of data collection used to obtain more detail information. In the observation section, the researcher would observe the use of peer tutoring in teaching writing. However, the observation data would not enough to answer the research questions of this study. As a result, the researcher distributes the questionnaire section to the student on purpose to identify students perceptions of the improvement of writing skill by using peer tutoring. Moreover, to answer the second research question, the researcher also conducted an interview to the teacher. The interview conducted to figure out the teacher's view of the uses and the obstacles that faced in using peer tutoring in teaching writing. Hence, the case study design was the method of qualitative research that was used by the researcher in this research.



## **B. Population and Sample**

A population is any groups of individual that has one or more characteristics that are interested for researcher (Best,1993). The population of this study is 214 fifth semester students of English Language Educational year of 2016 who take academic writing course which divided into seven units. The sample of this study is unit 5 that consists of 20 students. The technique used in choosing the sample is purposive sampling. Evelyn (2001, p. 46) says that purposive sampling is used with the certain aims to determine the sample to needs of the research with some characteristics. The researcher chooses this unit because among seven units, only three units that applied peer tutoring in academic writing class. Specifically, from three units only one unit was focused by researcher since the unit dominantly used peer tutoring in teaching writing. While based on short interview with the lecturers of the rest 2 units, they used peer tutoring occasionally in writing class. As a result, the researcher only focuses in one unit and used purposive sampling technique in choosing the sample.

## **C. Methods of Data Collection**

To answer the two research questions, the researcher used observation, questionnaire, and interview as data collection.

### **1. Observation**

The first method of data collection is observation. In this research, the researcher played a role as a nonparticipant observer. Creswell (2012, p. 213)

notes that the nonparticipant observer does not interact or participate in participants' activities. The researcher did observation in order to identify the use of peer tutoring in teaching writing and how students engaged in this session. In this research, the academic writing class which applied peer tutoring were observed in four meetings. Also, the researcher used a smartphone as a tool to record and take a picture in observing the respondents.

a. First meeting

In the first meeting, the researcher came to the class and observed the use of peer tutoring in teaching writing. On that day, the researcher recorded the teaching-learning process as research evidence. In this section, the researcher did not participate in the teaching process. She only focused on how the teacher used peer tutoring in teaching writing.

b. Second meeting

In the second meeting, the researcher came to the class and continue the observation. In this meeting, she focused on the improvement of students' writing ability. She used field notes to obtain the important information of peer tutoring session.

c. Third meeting

In this meeting, the researcher attended the academic writing class on the purpose to continue the observation. However, there was no peer tutoring session on that day. The teacher discussed the assignment that the students should do and submit next week. Also, she suggested the students do peer tutoring outside the class.

d. Fourth meeting

In the last meeting, the researcher came to observe the class. On that day, she still focused on the improvement of students' writing skill and the obstacles that they faced in peer tutoring session. At the end of the class, the researcher informed the teacher that there would be an interview session to obtain more accurate data. Moreover, the students also must answer the questionnaire in order to figure out their perceptions towards the use of peer tutoring in academic writing class.

2. Questionnaire

The questionnaire was the second method of data collection. It is used in order to get the additional information from the students about the problem faced in using peer tutoring. In this research, the researcher adapted the questionnaire from Okrohoma, F. N. (2013, pp. 2063-2067) "The Impact of Peer Tutoring on Librarians in Training at the University of Ibadan". The questionnaire was modified in the context of academic writing and researcher's aims. Hence, the researcher distributed the adapted questionnaire to the students.

The questionnaire was distributed to the students who had engaged in peer tutoring sessions in academic writing class. Before the students filled in the questionnaire, the researcher explained a little about peer tutoring and how to answer the question. In addition, the questionnaire of this research consists of 10 open-ended questions. The reason why the researcher used open-ended question because the respondents could construct their own answer in the form of a few sentences or could be a paragraph.

### 3. Interview

The last method of data collection is an interview. Boyce & Neale (2006, p.3) defines interview as “conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation”.

In this case, the researcher used semi-structured interview where the questions were prepared before the interview is conducting. The interview was conducted to the teacher who had applied peer tutoring in teaching writing. The researcher used one-on-one interview to obtain the information from teacher's view about the use and the obstacles that faced in using peer tutoring in teaching writing. This section took place at the teacher's office. Before starting the interview, the researcher tried to make small conversation in order to reduce the respondent's anxiety. In addition, There are five open-ended questions that must be answered by the teacher. The researcher used voice-recorder in order to record the information from the interviewer.

### **D. Method of Data Analysis**

The data that have been collected by employing observation, questionnaire, and interview are analyzed as follows:

#### 1. Observation and Interview

The data that have been collected from the observation and interview were analyzed by using steps from Creswell (2014, p. 247), the steps are divided into:

1. Organizing raw data (Transcripts, field notes),
2. Organizing and preparing data for analysis,
3. Reading through the data,
4. Coding the data,
5. Interpreting the meaning of themes/descriptions that will be displayed in qualitative descriptive.

## 2. Questionnaire

The data gathered by questionnaire was analyzed by using simple statistic formula with cumulative distribution technique used to count percentage from all alternative of the answer. The formula used in analyzing the questionnaire can be seen as follow:

$$P = \frac{F}{N} \times 100\%$$

Where,

P      refers to percentage

F      refers to frequency of sample

N      refers to number of sample

100    refers to constant value

## **E. Research Location**

This research took place at UIN Ar-Raniry, Banda Aceh. Before becoming UIN Ar-Raniry, the name was IAIN Ar-Raniry. It was established on October 5<sup>th</sup> 1963 and has been changed into UIN Ar-Raniry since October 2013. The name of

Ar-Raniry was taken from Syekh Nuruddin Ar-Raniry, adviser of Aceh Darussalam Empire in 1637-1641.

English Language Education Department (PBI) is a place where the researcher obtained the data for this research. There are two reasons why the researcher conducted this research at English Language Education Department (PBI). First, academic writing course existed in this department. Second reason because the use of peer tutoring was applied by the teacher in academic writing class as a method to improve students' writing skill. Therefore, the researcher was interested to explore the use of peer tutoring in academic writing class.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the researcher analyzed the data that have been collected through observation, questionnaire, and interview at English Language Education Department, UIN Ar-Raniry. This chapter aims to answer the 2 research questions of this research.

#### **A. The Use of Peer Tutoring in Academic Writing Class**

In this section, researcher presented the data in order to answer the first research question about the improvement of students' writing skill by using peer tutoring.

##### **1. The implementation of Peer Tutoring in Teaching Writing**

Based on the observation conducted on October 15th 2018, the teacher of academic writing class used peer tutoring as a method to help the students in producing an academic writing. In the first observation, the teacher asked the students to submit their assignment which was an essay that they had done at home. Then, she read it and checked the error in front of the class. She only read one paragraph and gave the rest to students to be discussed with the peers. She suggested them to learn together with the peers about their writing. Then, students read and checked their peer's writing in pair. At that time, peer tutoring was applied in teaching writing. Based on the essays that students had written, they do

have some problems in writing an essay either in the forms of grammatical error, word choices, and organizational paragraph. Basically, the students were engaged in this session to reduce their difficulties in writing. However, not all students were engaged in this tutoring session. Some of them were passive students and they preferred to read the book or browse the internet rather than learning with peers. Besides, the teacher monitored and gave them some explanations as for the clarification of the problem.

Moreover, in the second observation, the teacher used direct instruction as opening activity. The students concentrated completely on the teacher and asked the questions directly if they were confused. However, around 30 minutes before the class ended, the teacher gave students 10 to 15 minutes to produce a paragraph. After 15 minutes, she asked them to work with their peer next to them about their writing. They explained their writing, discussed the error, and shared their ideas to produce better writing. At the end of peer tutoring session, English teacher gave the feedback for their writing as she was the expert on the subject. In conclusion, peer tutoring session is applied when the teacher's explanation was understood enough to students. Therefore, it would be easier for students to tutor their peers in reducing their difficulties in writing.

In the next observation, there was no peer session in the class. It was a discussion class. The teacher discussed the assignment that the students should do at home. The assignment submitted in the next week and on that day the teacher explained what kind of academic writing assignment that they had to do. Even



though peer tutoring did not exist in the class, the teacher suggested the students do peer tutoring outside the class to complete their assignment.

In the last observation, peer tutoring occurred at the end of the class. At first, the teacher discussed last week assignment and explained the new topic of academic writing. She started the class by asking the students' problem in doing the assignment. The students pointed out their problem and tried to get the solution from the teacher. However, she did not respond directly to students. She passed the question to other students (peers). Thus, she tried to see how far students' understanding of writing academically, how they responded to peers' problem and what was the better solution for it. After the teacher explained the topic, the students checked peer's assignment that submitted to the teacher. They corrected the peer's error and stated the correction in the paper. In correcting peer's writing, the students must be knowledgeable so they could do peer tutoring to provide the right correction in the paper.

Based on the research finding, the researcher found that the use peer tutoring was effectively used in teaching writing. Many of respondents responded positive effect after engaging in peer tutoring session. Moreover, only few of them that prefer to read the book that related to academic writing rather than engage in peer tutoring. Equally, according to teacher interview section, she pointed out that peer tutoring is good to be applied in teaching writing since peers' ideas could inspire them in writing academically. Peers could make them aware of the mistakes that usually occur in their writing. Therefore, applying peer tutoring in teaching writing was one of the efforts to reduce students' difficulties in writing.

## **2. The Benefits of Using Peer Tutoring in Academic Writing Class**

According to the data collected from the observation section, there are some benefits of peer tutoring occurred in the class. By peer tutoring session, students had the opportunity to share their knowledge on how to write academic writing. At the same time, students could learn from the mistakes and peer tutoring would improve their writing in writing academically. e.g when the students found the mistakes from peer's writing, means that they aware of the mistakes and learned from it. Hence, the students are able to correct their own writing and could improve their writing ability.

Besides, most of the respondents admitted that peer tutoring could help them in producing academic writing as a peer could provide supportive learning environment. The students admitted through questionnaire sheet that students' sense of writing academically is improved after learning together with peer. However, few of respondents felt that peer tutoring did not have any impact on students writing ability. They prefer asking the teacher as the expert on the subject rather than engage in peer tutoring sessions.

Equally, the benefit of peer tutoring was also felt by the teacher. Based on interview section, she believed that by applying peer tutoring in teaching writing, students would be inspired by friend's writing to produce better writing in the future. For instance, friend's writing could give students a lot of ways or styles in writing. Hence, peers' writing and it might motivate them to make better writing.

Teacher stated,

*“Actually, their way of writing is not only the correct one, so you have to see what other friends doing, how they solve their problem because when you are writing this is not for you. You write for the readers. If it is cannot understand you then it does not work like it does not have any meaning”* (16th November 2018)

Based on the quotation above, the teacher believed that peers’ writing could motivate other students in improving their ways of writing. It made them aware of the process of writing and understand how to produce good writing in the future.

## **B. The Obstacles that are Faced in Peer Tutoring in Teaching Writing**

### **1. Teacher’s Difficulty in Using Peer Tutoring**

The result of the interview reveals that English teacher faced difficulty in applying peer tutoring in teaching writing. The ideas and solutions presented by different peers are too much as it could make students confuse of the suggestions and recommendations. It would be fine if they only copied or read five ideas of their friends.

The teacher stated,

*“The whole group of the classroom is very big so sometimes why that person says yes, why that person says no and then it becomes so big complicated.”* (16th November 2018)

In addition, the teacher believed that not all suggestions from peers can be taken as revision. Some said that it was not good but actually it was good to be used in the paper. Hence, it came back to the paper's owner which is should be taken.

The teacher said,

“Not every opinion of your friends is good or correct or suitable to the way you write.” (16th November 2018)

Similarly, the teacher of the subject also worried that students were fully relied on what anything their peers suggested on the paper. While actually what students suggested is not sure whether it is correct or not. They just take the suggestions without thinking it was good or not to be used in their ways of writing. Also, the teacher explained that sometimes what the students had suggested is based on what they thought it is. Hence, the teacher worried that if the peers could lead the students into wrong way of learning.

## **2. Students' Obstacles in Using Peer Tutoring**

The obstacles of using peer tutoring did not only appear to the teacher but also to the students who were engaged in the session. According to research finding, there are many aspects why the students faced difficulties in using peer tutoring in teaching writing. One of them is the information presented by peers was inaccurate. The students admitted that sometimes they felt doubt of what told

by peers. Therefore, the students always asking the teacher for clarification of the subject tutored.

Another obstacle that faced by students is the less experienced peers that made students were reluctant to engage and trust the peers to work and learn together. Basically, the peer that acts as the tutor must be someone that more capable and knowledgeable in the subject learned. Then, the students would not hesitate to trust the peers to work with and learn together.

As a student stated,

“Sometimes I can trust 100% from peer but sometimes they also didn't know the correct one. So, it could be inaccurate when they give the information itself.”

Based on the research finding, the students admitted that sometimes the peers could not understand their problem in writing academically. They could not understand it because they are less experienced in the subject learned. As a result, students felt disappointed of peer tutoring and though it does not work to be implemented in teaching writing to help students in writing academically. Thus, the obstacles that faced by students were in the areas of communication and lack of knowledge of peer tutor.

### **C. Research Discussion**

The discussion presented in this section is based on research finding that has been conducted at English Language Education Department, Ar-Raniry State Islamic University, Banda Aceh. The researcher employs observation, questionnaire, and interview as data collection techniques. In this part, the researcher would like to discuss the result of this research to answer the research questions.

The first question, “How does the implementation of peer tutoring in teaching writing?”

After doing fourth observations, the researcher could conclude that the use of peer tutoring was beneficial towards students in developing their writing ability. According to students’ writing, the problem that they had was grammatical error, organizational paragraph, and vocabulary building. It appeared in students’ paper and confirmed by the teacher. Nevertheless, applying peer tutoring in teaching writing was helped students to reduce their writing difficulties. After engaging in peer tutoring sessions, students were able to correct their own writing based on what they had learned from the peer. Also, the teacher believed that students’ writing skill can be improved by learning together with peers. As Vygotsky (1962 as cited in Falchikov, 2001) pointed out, the skills can be better developed with peers learning or adult guidance. Also, based on the information gathered, the effort that students do in producing academic writing was having discussion with friends or peers. Also, almost all of the respondents

agreed that peer tutoring was a helpful and useful technique used in academic writing class.

Similarly, the use of peer tutoring in teaching writing gave many positive impacts on students' writing. Based on the finding of this study, peer tutoring helped students in reducing their difficulties in writing. Also, it increases their awareness and they knew more about writing academically. As Ruegg, et al (2017, p. 266) stated that the tutoring experience is not only supporting students' academic achievement but also influences students' attitudes to be more active in learning and becomes autonomous learners. Hence, peer tutoring was one of a good method to be applied in teaching writing which could improve and help them in producing a better writing.

The second question, "What are the obstacles that teacher and student face towards peer tutoring?"

Based on the analysis of the questionnaire and interview, there are some obstacles faced by teacher and students in using peer tutoring in teaching writing. Most students tried to deepen their knowledge of academic writing by discussing with the peers. However, not all students participated in peer tutoring session. They found that peers are could not be trusted as they are less experienced in the subject tutored. Therefore, they preferred to read a book, browse in the internet, and ask the teacher rather than engage in peer tutoring. On the other hand, the students could not trust peers as they are not the expert on the subject and the information provided might be inaccurate. Also, the students that unknowledgeable enough made them afraid to engage in peer tutoring as it does

not make any improvement towards their writing. Thus, those issues became the obstacles that the students face in using peer tutoring in teaching writing. As Ming and Siew (2013) stated the problem associated in peer tutoring was in the areas of communication, time and group management, interest sustenance, and lack of knowledge. While Celis (2012, p. 217) also identified the disadvantages in peer tutoring. He found students feeling bored with the methodology used by the peer tutor. It can be concluded that the tutor's lack of preparation was affecting to students' performance in developing their skill.

Similarly, the English teacher who has applied peer tutoring in teaching writing also faced some problems. Based on the analysis of the interview, the English teacher stated the ideas that were presented by different peers was too much. A lot of ideas made students confuse of which one is the correct one. However, the teacher suggested to the students to think first whether it can be taken as a revision or not. She believed that not all peers' opinion is good or suitable to the way of their writing. In addition, the teacher also afraid that the students would fully take what the peers suggested in the paper. While anything that suggested by peers was not sure. Therefore, the teacher afraid that the peers could teach students wrongly. Harris & Aldridge (2015, p.44) pointed out certain obstacles that might discourage a teacher from trying to use peer tutoring. As the teacher, she might worry what if the student teaches wrongly. They believed that no one can explain teacher's work as well as the teacher. In this case, the issue can be handled if the peer tutor was someone knowledgeable and mastered the subject



tutored and know how to do tutoring. As a result, the students could feel interested and excited to engage in peer tutoring.

In short, both teacher and student faced some obstacles in using peer tutoring in writing class, such as the information might be incorrect, lack of knowledge, and a lot of ideas make them confuse in doing the revision. Finally, the researcher concluded that the use of peer tutoring can be effectively used in teaching writing if the issues can be handled in the right way.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher provides the conclusion and suggestion based on the finding of this research.

#### **A. Conclusions**

Researcher draws the following conclusion based on the research that has been conducted in Ar-Raniry State Islamic University, Banda Aceh, specifically at English Language Education Department.

1. Using peer tutoring in teaching writing really help students in improving academic writing. It also gives positive impact towards students' writing which peers could inspire and increase their sense of writing academically. It is easier for them to produce academic writing after they understood their problem in writing.
2. In applying peer tutoring, both teacher and student faced some obstacles that might discourage them from using or engaging in peer tutoring. Most of students stated the inaccurate information from peer tutor and lack of knowledge became the obstacles in peer tutoring session. Likewise, the teacher also claimed that many ideas provided by different peers make the students confuse in revising their writing. Also, students that fully rely on peers' suggestion make the teacher afraid that they may teach wrongly about the subject learned.

## **B. Suggestions**

According to the results of the research, there are some suggestions to people who might consider to read and further to use this research, as follows:

The researcher suggests that the teachers to use peer tutoring as a method in teaching writing since it has many advantages in improving students writing skill, especially in academic writing. Instead of using peer tutoring, it is better to consider carefully the peers that run the tutoring session, so the students will not achieve the wrong information from peers. The teacher may be can see the peers ability whether they understand enough about the material learned or not before applying peer tutoring in the class. Thus, the students will not have the problem with inaccurate information, so they can trust the peer tutoring session in improving their writing ability.

For the researchers, this study can be utilized as their prior reference to conduct the next research in the same interest. The writer believed that this study is still far from word perfect. Therefore, further research is needed to people who interested in this subject matter.

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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY**  
 Nomor : B-9754/UN.08/FTK/KP.07.6/09/2018  
**TENTANG**  
**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR UN.08/DT/TL.00.5970/2015 TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-**  
**RANIRY**

**DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang :**
4. bahwa untuk kelancaran bimbingan skripsi dan ujian menapayyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
  6. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cukup dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Meningat :**
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
  2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
  3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
  4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
  5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
  6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
  7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
  8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
  9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
  10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
  11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan :**
- Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 14 Desember 2017

**MEMUTUSKAN**

- Mencabut :**
- PERTAMA**
- Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-608/UN.08/FTK/KP.07.6/01/2018 tanggal 12 Januari 2018

**Menunjuk Saudara:**

1. Qudwirin Nisak M.Iba, S.Ag., M.Ed., M.Pd. Sebagai Pembimbing Pertama
2. Zubaidah, M.Ed. Sebagai Pembimbing Kedua

**Untuk membimbing Skripsi :**

- Nama : Siti Rahma  
 NIM : 140263022  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : The Use of Peer Tutoring in Academic Writing Class

- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
 Pada Tanggal: 28 September 2018



**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PDI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH  
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdul Rauf Kopelmas Darussalam Banda Aceh  
Telp: (0651) 7551423 - Fax: (0651) 7553000 Situs : [www.tarbiyah.ar-raniry.ac.id](http://www.tarbiyah.ar-raniry.ac.id)

Nomor : B-10356/Un.06/Tu-FTK/TL.00/10/2018

16 Oktober 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Sitti Rahma
N I M	: 140 203 022
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam
A l a m a t	: Jl.Mekam T.Nyak Arief Perumahan Bumi Permata Lamyong Blok B No:

Untuk mengumpulkan data pada:

Prodi Pendidikan Bahasa Inggris UIN AR-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**The Use of Peer Tutoring in Academic Writing Class**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.



An. Dekan,  
Departemen Tata Usaha,

M. Said Parzah Ali

Kode: 5927



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email: pbi.fk@uinaraniry.ac.id Website: <http://uinaraniry.ac.id>

**Surat Keterangan**

Nomor: B-480/Un.08/KP.PBI/TL.00/12/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Kepala Bagian Tata Usaha, Nomor: B-10356/Un.08/ TU. FTK/TL.00/10/2018 tanggal 18 Oktober 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Sitti Rahma  
NIM : 140203022  
Prodi : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

**The Use of Peer Tutoring in Academic Writing Class.**

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 03 Desember 2018  
Ketua Prodi Pendidikan Bahasa Inggris,

20

  
T. Zulfikar



## PEER TUTORING OBSERVATION

DATE: \_\_\_\_\_ SEMESTER: \_\_\_\_\_

OBSERVER: \_\_\_\_\_ TIME: \_\_\_\_\_

NUMBER OF STUDENTS: \_\_\_\_\_

<p>How was the use of peer tutoring in teaching academic writing?</p>	
<p>How were students engaged in peer tutoring?</p>	

## QUESTIONNAIRE SHEET

Modified from Okrohama, F.N. (2013). The impact of peer tutoring on librarians in training at the university of Ibadan, Nigeria: Academic Journal.

Date: \_\_\_\_\_ Semester: \_\_\_\_\_ CP: \_\_\_\_\_

1. What do you know about academic writing?
  - a. Unfamiliar with academic writing
  - b. A common writing such as writing a diary
  - c. Academic writing has a set of rules that need to be considered, such as writing an essay
  - d. ....
2. What is your difficulty in academic writing?
  - a. Vocabulary building
  - b. Grammatical problem
  - c. Organizational paragraph
  - d. ....
3. What is your effort to improve your writing ability?
  - a. Reading the books related to academic writing
  - b. Asking the teacher for clarification
  - c. Discussing with friends
  - d. ....
4. What do you think of the use of peer tutoring in teaching writing?
  - a. It increases the sense of writing academically
  - b. It solves the problem of writing at the moment
  - c. It didn't have any impact in improving academic writing
  - d. ....
5. Why do you need peer tutoring in academic writing?
  - a. Because peer understood me more than others
  - b. Because academic writing needs more practice inside and outside the class
  - c. I don't need peer tutoring, reading a book and asking the teacher is better
  - d. ....
6. What is the benefit that you gained in peer tutoring?
  - a. Peer tutoring increases students' understanding of the subject
  - b. There are no benefits gained in peer tutoring
  - c. Never engage in peer tutoring
  - d. ....
7. How do you find a tutor to tutor you?
  - a. Someone which is smart and can be trusted
  - b. Someone who is close to me and doesn't mind she/he is smart or not

- c. No specific criteria just find any peers
  - d. ....
8. What is the obstacles that you face in peer tutoring?
- a. The information that provided by peers was inaccurate
  - b. Peers cannot understand my problem in writing
  - c. I cannot trust peers because they are not the expert of writing
  - d. ....
9. What is your comment after engaging in peer tutoring sessions?
- a. It was really helpful in improving writing academically
  - b. Asking a friend is more comfortable than asking the teacher
  - c. There was no any benefits at all
  - d. ....
10. What is your opinion about studying academic writing without peer tutoring in the class?
- a. Full of doubts
  - b. It was hard to produce an academic writing
  - c. It will be fine without any additional practice outside the class
  - d. ....

## INTERVIEW

Date: \_\_\_\_\_ Hour: \_\_\_\_\_ Site: \_\_\_\_\_

Focus: \_\_\_\_\_

Objective: \_\_\_\_\_

Interviewer: \_\_\_\_\_

Interviewee: \_\_\_\_\_

Questions to the teacher:

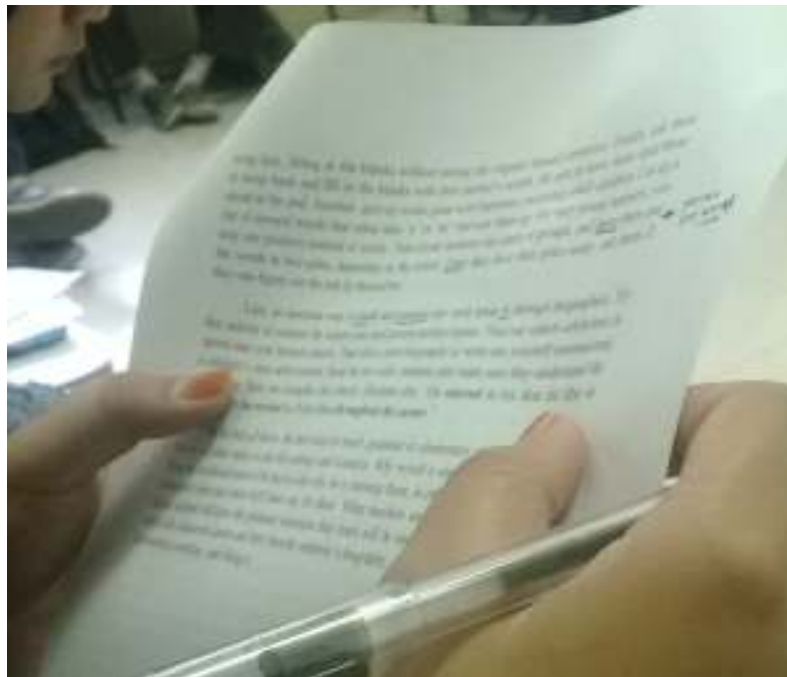
1. How long have you applied peer tutoring in teaching writing?
2. Why do you think peer tutoring is good to be applied in teaching writing?
3. Do you believe that students' writing skill can be improved through peer tutoring? In what ways?
4. Do you have any obstacles in using peer tutoring in teaching writing?
5. What is the benefit that you get by applying peer tutoring in teaching writing?

## Appendix C

Picture of teaching learning process by using peer tutoring in Academic Writing class.



Teacher asked students to write an academic writing



Students checked peers' writing in the classroom



Teacher applied peer tutoring in teaching writing



Students did peer tutoring in checking peers' writing



The teacher monitored the students while in peer tutoring session



Students asked the teacher for clarification

## **AUTOBIOGRAPHY**

1. Name : Sitti Rahma
2. Place/Date of Birth : Beureunuen, 26 April 1996
3. Religion : Islam
4. Nationality/Ethnic : Indonesian/Acehnese
5. Sex : Female
6. Marital Status : Single
7. Occupation : Student
8. Address : Beureunuen, Pidie
9. E-Mail : [rahmasittir@gmail.com](mailto:rahmasittir@gmail.com)
10. Parents' name
  - a. Father : H. Muktasim
  - b. Occupation : Merchant
  - c. Mother : Hj. Zainab
  - d. Occupation : Civil Servant
  - e. Address : Beureunuen, Pidie
11. Educational Background
  - a. Kindergarten : TK (2001-2002)
  - b. Elementary School : MIN BEUREUNUEN (2003-2008)
  - c. Junior High School : MTsS JEUMALA AMAL (2008-2011)
  - d. Senior High School : MAS RUHUL ISLAM ANAK BANGSA (2011-2014)
  - e. University : UIN AR-RANIRY (2014-2019)

Banda Aceh, 5 Juni 2018

Sitti Rahma