

THE EFFECT ON PEER TEACHING METHOD TOWARD STUDENTS' WRITING SKILL IN NARRATIVE TEXT AT THE GRADE X STUDENTS MA PP NURUL HUDA KULIM JAYA

TIYAS KARTINI APRI YANTI, WIDI SYAFTINENTIAS, RIZKY YOLANDA, SATI JULI AYURI

English Study Program of STKIP Insan Madani Airmolek
tiyaskartiniayn@gmail.com, widisynz@gmail.com, khieyolandaa@gmail.com,
satijuliyuri@gmail.com,

A. Introduction

Language skills have four components, namely listening skill, speaking skill, reading skill, and writing skill. The four skills are closely related. Students must learn these four skills. If students cannot master these four components of language properly and correctly, it will affect their language skills as well. Writing skills are especially important today (Puspita, 2017). Teaching writing requires the most talent and continuous practice. It is no less important than listening, reading, and speaking skills. Writing is a productive skill (Helaluddin & Awalludin, 2020). This means a person's writing skills can be well developed if continually honed and trained.

Writing skills are a skill that is used to communicate indirectly, not face-to-face with others (Helaluddin & Awalludin, 2020). Meanwhile, there is another opinion that writing is a productive skill using writing (Helaluddin & Awalludin, 2020). Writing is said to be the most complicated language skill. This is because writing is copying words and sentences and developing thoughts in an orderly writing structure.

Learning writing skills at MA PP Nurul Huda Kulim Jaya, especially class X students in the second semester of the new teaching, namely writing narrative texts. A narrative text is a story essay presenting a series of events arranged chronologically according to the time sequence (Helaluddin & Awalludin, 2020). The event can happen, but it can also be imaginary. Generally, essays or narrative texts aim to entertain readers with aesthetic experiences through stories, both fiction and nonfiction. It can be seen that students have low skills in writing narrative texts. The above situation may be influenced by the methods used so far. For this reason, researchers try to apply one of the other learning methods to create fun learning, of course, with fun methods.

Excellent and correct writing skills can be obtained from an effective and efficient learning method (Puspita, 2017). The learning method used is expected to support the curriculum implemented by the government, namely the 2013 Curriculum. The 2013 curriculum is based on competence and character, where the use of science during the learning process becomes a benchmark to produce a creative, innovative generation that can advance the nation's achievements (Siti, 2019)

The 2013 curriculum is an update in the education system that is adapted to aspects of life. It was developed as a step to refine the previous curriculum, which is expected to be able to realize the goals of national education. The 2013 Curriculum requires students to have initial knowledge and must also be active in the learning process. After implementing the 2013 curriculum in schools, teachers should also be able to choose and apply the right and correct method, which is expected so that students can also have free thinking in expressing what they want to convey, especially in writing. The proper learning methods can help students achieve this. Thus, a learning method that can later raise enthusiasm can make students not bored when following the learning process. Therefore, peer teaching methods are needed to solve this problem.

Peer teaching is an exercise or practice of learning in which the learners are their own friends (Ahmad Susanto, 2016). The goal is to acquire skills in learning. It emphasizes that fellow students can teach each other more quickly in an equal language. Peer teaching or peer tutoring is the right choice to get students' enthusiasm as a whole and individually. By using this peer teaching method, we will train in active learning. Peer teaching is defined as teaching

that involves peers systematically. This includes peer guidance, where a student selected to be a tutor of the same age will help straighten out his peers' difficulties in the subject matter. So, peer teaching is a method by which teaching by students and for students during learning takes place as long as the target learning objectives can be carried out properly.

The advantages of using peer teaching methods in learning include creating a learning atmosphere that fosters student motivation and activity and also makes it easier for teachers to see the extent of student understanding in receiving the material provided. In addition, teachers can summarize or convey only important materials so that learning will be more focused. However, besides the advantages of the peer teaching method, it also has weaknesses. Namely, students feel bored and tired because they are less innovative and require extra strict teacher attention. Plus, if students do not have a foundation of relevant knowledge, then this method becomes ineffective (Istrani, 2015)

The peer teaching method involves empowering the skills of students who are highly absorbed. The student teaches material or exercises to his friends who do not understand or have low absorbed (Nurmiati & Mantasiah, 2017) In other words, Peer teaching is a procedure of teaching students to one another. Learners who become mentors function as tutors who assist other students in solving problems they face, especially in academic learning. In addition to helping other students overcome problems, these students also function as intermediaries who help educators by providing information about conditions, developments, or issues that have students who are guided.

The first benefit of application to learning can be better results for some learners who are afraid or not confident in educators. Then, students who are selected to become tutors get two benefits. First, student can strengthen the concept of the material under discussion. And second, student can study and memorize it again by delivering material to other students. In addition, tutors also get the opportunity to train themselves to be responsible in carrying out tasks and practice patience.

Based on the background of the above problem, the researcher wants to conduct a study titled "*The Use of Peer Teaching Method Towards Student's Writing Skills in Narrative Text At The X MA PP Nurul Huda Kulim Jaya*"

B. Method

The research method used in this study is quantitative research. Where quantitative methods are methods used to test hypotheses by conducting research on specific populations or samples, data collection using research instruments, quantitative/statistical data analysis (Sugiyono, 2010)

This research will use a quasi-experimental method. The experimental research design has three forms: Time series design, Nonequivalent Control Group Design, and Counterbalanced Design. The research used a nonequivalent control group design to determine the effect of the peer teaching method on students' narrative text in writing skills. The location chosen in this research is MA PP Nurul Huda Kulim Jaya School. The reason for choosing this location is mainly that the researcher found the problem to be studied there. Carrying out this research activity lasted for three months, from March until May 2024, even during the 2024/2025 school year. The implementation of the action is adjusted to the schedule of class X English lessons.

The researcher takes all classes from all X classes, namely X.1 and X.2, to be sampled, which can be called total sampling. That is, where the number of sampling is equal to the number of inhabitants of the population is relatively small, so that all members of the population become sampled, with a total of 42 students from both classes X MA PP Nurul Huda Kulim Jaya. In this study, data were collected using observation, test, and documentation methods.

a. Observation Method

This observation stage will later prepare instruments that students will fill out so that researchers can better understand student learning outcomes during the study.

b. Test Method

A test is an action given to students to determine their skill after the learning process is carried out. The test is given to students after they have mastered the material the teacher delivers.

c. Documentation Method

Which is the collection of data in the form of physical data such as documents, notes, pictures and others.

In this research, the researcher used a test to obtain data, answer questions, and solve problems related to research questions. This researcher compiles test kits and provides observation sheets for student activities, which will later measure the skills of writing narrative texts for class X MA PP Nurul Huda Kulim Jaya using the peer teaching method.

C. Result and Discussion

1. Result

After processing the data and processing the data in both classes, descriptive statistical data is obtained. Where data processing and descriptive statistical data results are processed with the help of SPSS 23 output software by obtaining maximum, minimum, and average values as well as standard deviations and variants, the data that has been received in both classes will then be given treatment in the experimental class in the form of peer teaching method learning methods. While in the control class without using treatment.

To find out, I will be given a posttest to compare learning outcomes in both classes with different treatments. This aims to compare and find out the results of the difference that has been given to the two classes. The following is presented: a descriptive statistical analysis of student posttest score data in the experimental and control classes:

Table 1
Descriptive Statistics Data

	N	Minimum	Maximum	Mean	Std. Deviation
pre-test experiment	21	25.00	70.00	38.10	10.20584
post-test experiment	21	62.50	95.00	80.48	9.33304
pre-test control	21	25.00	63.75	43.63	13.18086
post-test control	21	25.00	95.00	62.61	22.74830
Valid N	21				

Based on Table we can see the difference between the average learning outcomes in the experimental and control classes. Based on these data, the average in the experimental class was 43.63, and the average in the control class was 38.10. So, there is an average difference between the two courses in the experimental pre-test. In the table to ensure a significant difference, the statistical test results of student learning on the experimental post-test data were 80.48, while in the control class, the average was 62.61. Thus, from the table data description, there is a significant average difference.

From the analysis of the normality test and homogeneity test, the conclusion is that the data are normally distributed and homogeneous. The independent sample t-test in this study was used to answer the formulation, "Is there an effect on peer teaching method towards students' in narrative text writing skills of class X students at MA PP Nurul Huda Kulim Jaya students?" To answer the formulation of the problem, an independent sample t-test was carried out on the experimental class Post-test data (peer teaching method) with the control class Post-test data (without using treatment).

Table 2
Independent Sample Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Result Equal variances assumed	.052	.820	14.043	40	.000	-42.380	3.017	-48.480	-36.281
Equal variances not assumed			14.043	39.685	.000	-42.380	3.017	-48.480	-36.279

From the table above, the output of the independent sample test shows that the t-test result is 14.043, the degree of freedom (df) is 40, the signification (2-tailed) is 0,000, the mean difference is -42.2380, the standard error difference is 3.017, the lower interval of difference -48.480 and the upper interval of difference is -36.279.

Based on the output above, a Sig. (2-tailed) The value of 0.000 < 0.05 is obtained, and there is an average difference in student learning outcomes between the peer teaching method in the treatment and applied experimental classes and control classes without using treatment.

Discussion

Writing is a communication activity that conveys ideas, messages, and information to other parties using written language (Helaluddin & Awalludin, 2020). Writing is also a complex and challenging activity. Of course, it takes more effort to improve writing skill. Due to research conducted at MA PP Nurul Huda Kulim Jaya, it is considered to have significant differences between the two. Students' writing skill are taught using the treatment with peer teaching methods and are taught without peer teaching method treatment. Based on the calculation of post-test results, the average score of the experimental class was 80.48, while 62.61 obtained the average post-test result in the control class.

Several studies support the results of this study. Research conducted by Tri Suci Handayani (2018), found that peer teaching methods can improve student learning outcomes. This is because peer teaching facilitates educators in teaching and learning activities, namely providing enthusiasm and willingness to students, increasing social interaction, transforming learning from personal to social activities, and clarifying and facilitating complex and abstract concepts to be simpler, concrete, and easy to understand. The peer teaching method can also be seen from the provisions of the correlation level between the two variables, which is 3.197, included in the high category. With this, there is a high correlation between the influence of the Peer Teaching learning method on student learning outcomes in Fiqh subjects in Madrasah Aliyah Negeri Tebing Tinggi.

In addition, the learning results of research conducted by Rizal Fahmi (Rizal Fahmi, 2018), using the peer teaching method have also increased significantly; this can be seen from the figure of 82.50% has reached the classical completeness criteria, the value of completeness in a classical manner is 80%. Applying the Peer Tutor method in social studies learning can improve student learning outcomes based on the learning outcomes in Cycle I and Cycle II. The peer teaching method can make the learning atmosphere more familiar and efficient and increase a sense of responsibility and learning motivation for peer tutors.

As for the research conducted by Desmi, Masrun, and Iqbal Meidy (Desmi, Masrun, dan Iqbal Meidy, 2018), the skill of writing procedure texts has improved; this is because it also uses the peer teaching method. Learning with peer tutors brings benefits to the friends being taught. Students will better understand the concepts of the material taught. Learners develop a better ability to listen, concentrate, and understand what is learned meaningfully. Peer tutors explain to their peers that they are more likely to succeed than teachers because they use a more familiar language. This conclusion is reinforced by the research results showing a change, namely an increase in student learning outcomes from before the action to after taking action. After comparing the pre-cycle value, Cycle I, and Cycle II values, there was a significant increase from the average initial value of 79, which rose in Cycle I to 161 and in Cycle II to 210.

In research conducted by Puspita Dwi Fitriyani (Puspita Dwi, 2024), the ability to write folk poetry has increased significantly because the peer teaching method can solve problems in the academic field. The selection of peer tutors is a method that can be applied to learning because it can bring educators closer to students and between students and other students and make students more independent in solving the problems they experience. Judging from the high average post-test score of the experimental class of 85.16 compared to the post-test of the control class of 78.07, it proves that using the peer tutor method in learning to write folk poetry can increase students' value compared to conventional methods.

And other research by Nuryani (Nuryani, 2023). also experienced a significant increase in writing learning achievement due to significant advances in students' writing skill. This can be seen in the difference in scores obtained by students before and after the action. The students' writing ability scores increased from 69.82 to 73.06. In its application, the peer teaching method is one of the alternative methods that need to be applied in teaching writing in the field of Indonesian Studies because by using the peer teaching method, there is an increase in student motivation, which is seen in the increasing role of their fellow tutors during learning activities and in writing activities.

Several factors make the peer teaching valuable method in this study for students of X MA PP Nurul Huda Kulim Jaya, as follows:

1. Students must interact and cooperate in learning activities using peer teaching to achieve learning objectives.
2. This peer-teaching learning method trains students to be responsible for each other's group members and aims to develop empathy for each other.
3. Active, creative learning emphasizes learning where students are directly involved in learning activities. Learning using peer teaching can train students to hone their writing ideas with friends and exchange story ideas that are poured into text.

Peer teaching as an exercise or learning practice in which students are their own friends (Ahmad Susanto, 2010). The goal is to acquire learning skill. This emphasizes that fellow students can teach each other more easily in an equal language. Peer teaching can attract students' desire to start writing with fellow friends. This is proven by the significant increase in using this method at MA PP Nurul Huda Kulim Jaya.

In conclusion, the use of peer teaching methods on students' writing skill in narrative texts significantly increases student scores. Therefore, the peer teaching method of students' writing skill has been considered to solve students' writing problems and improve students' writing skill in class X MA PP Nurul Huda Kulim Jaya. So, the hypothesis proposed in this study is: *"There is an effect on peer teaching method towards students' in narrative text writing skills of class X students at MA PP Nurul Huda Kulim Jaya"* is accepted.

D. Conclusion

Based on the research results from April 22nd - May 25th, 2024, the peer teaching method improved writing skills in narrative texts for class X MA PP Nurul Huda Kulim Jaya students. This can be seen from the increased student learning outcomes from the pre-test and post-test scores that have been given treatment.

The pre-test results in the control class averaged 43.63, 1 person who reached the KKM in English completed this test, and most of the students scored 50, namely 6 students. Then, a second test was carried out without treatment, and a post-test in the control class had an average of 62.61, where 6 out of 21 students got a score below average, getting a relatively low score. Meanwhile, the pre-test results in the experimental class had an average of 38.10, lower than the control class, where none of the students reached the KKM, with the highest score being 63.75. A second test was carried out after being given treatment using the peer teaching method in the experimental class. The post-test score was obtained with an average of 80.84, with half of the students, 11 out of 21 students getting into the excellent category, and the other 10 students getting scores in the outstanding category.

Based on the research results that have been described, it can be concluded that there is a significant effect on students' narrative text writing skills through the peer teaching method with students who take part in learning without peers' teaching methods. Learning outcomes using the peer teaching method are shown from the results of independent sample tests for the experimental class group and the control class group. Through the results of the hypothesis test, it is known that the Sig (2-tailed) value is less than the significant level ($0.000 < 0.05$), so H_a is accepted. This means "there is an effect on peer teaching method towards students' in narrative text writing skills of class X students at MA PP Nurul Huda Kulim Jaya students." This shows that the peer teaching method can be used in teaching writing to class X MA PP Nurul Huda Kulim Jaya students.

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