

# CHAPTER I

## INTRODUCTION

### A. Background of The Research

In this era is certainly not to be astonished to the English that has become the most popular language in the world. Therefore, using english is the easiest way to communicate with people from other countries about many aspect in human life such as technology, economy, social, and politics. We use English to understand our world to listening and reading and to communicate our feeling, need, and desires through speaking and writing. By having more knowledge about language skill we have much better chance of understanding and being understood and getting what we want and need around us if we in the foreign countries.

Learning English is increasingly developed throughout the world including in Indonesia even from early childhood education has been taught or introduced english with vocabulary. There are many skills in English language, such as listening, speaking, reading and writing. Writing is the written productive language skill. It is the skill of a writer to communicate information to a reader or group of readers. The writer skill is also relized by the ability to apply the rules of the language. Write is writing to transfer the information of what writer has in mind to the readers effectively.<sup>1</sup>

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<sup>1</sup> Sanggam Siahaan, *The English Paragraph*, (Yogyakarta; Graha Ilmu, 2008), 2.

Teaching and learning process will run effectively when all components of learning presented with a complete, including educators, learning facilities, places to learn, and methods or learning strategies. Delivering teaching materials means carrying out some activities, but they will be useless if they do not lead to a specific purpose. This means that a teacher must have a goal in the learning activities. Therefore, every teacher wants a teaching to be accepted as clearly as possible by the learner. To know something in a person, there is a process called learning process. Through methods and teaching techniques that fit the needs of the learning process teachers have the task of stimulating and improving the course of the learning process.

Thus, the method that can be used one of them is Peer Tutoring learning method as the implementer of the improvement program, teachers should choose teaching methods that are more appropriate to the students. A learner may sometimes find it easier to understand the lesson or accept the information given by his or her own friends. Tutorial system is a system in providing guidance to learners, especially learners who experience certain difficulties. In essence the guidance is given when necessary or interest of the learners concerned.<sup>2</sup> The tutors here are those who have more intelligence and abilities. In this system learners must first do their own learning, then tutor ask questions.

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<sup>2</sup>Oemar Hamalik, *Pendekatan Baru Strategi Belajar Mengajar Berdasarkan CBSA*, (Bandung: Sinar Baru Algensindo, 2001), cet.ke-2, 72.

One of the advantages of Peer Tutoring learning method is to make it easier for students to express opinions / thoughts and difficulties to their own friends. Because students usually feel reluctant to issue opinions directly to the teacher. Thus, the teaching system with Peer Tutoring will help less-able / less-learned students receive lessons from their teachers.

In schools especially in teaching and learning activities, always encountered students who have difficulty learning in pursuing the purpose of teaching. This fact is a case for teachers who must be addressed and solved problems of difficulty so that the teaching and learning process is not disturbed so that the purpose of teaching can be achieved.

In order to achieve that goal is never separated from the obstacles. MTs Miftahul Huda is one of the educational institutions in Tigaraksa, Tangerang that has lessons learned in MTs Miftahul Huda especially in English subjects are still lacking in the use of methods or learning strategies.

Based on observations and interviews of researcher with teachers in MTs Miftahul Huda, states that until now the potential of students is quite good and very need to be developed. Lack of learning activities of learners, then the low interest of learners, and the lack of educators in applying the method of learning resulted in the narrow knowledge of students about teaching materials. Thus, students are less interested and reluctant to involve themselves in the learning process and less motivated in learning. From some of the above

reasons ultimately the researcher wants to do research on MTs Miftahul Huda Pasirangka.

From the description and some of the reasons above, the researcher are interested to conduct research with the title "The Influence of The Use Peer Tutoring Method on Student Learning Achievement in Writing Skill" (Experimental Research at The Eighth Grade in MTs Miftahul Huda Tigaraksa).

### **B. The Limitation of The Problem**

Based on the problem above, the researcher focused on :

1. Focused on the applying peer tutoring method in the class of sample the research.
2. Focused on descriptive text material in teaching learning process of the research.
3. Focused on 70 students sample of 131 students population.
4. Focused on make a descriptive text in the instrument of the research.

### **C. Statements of The Problem**

Based on the background of the problem, then the formulation of the problem to be studied is as follows:

1. How is the students' writing ability in descriptive text material at the second grade in MTs Miftahul Huda Pasirangka?

2. How is the process of applying Peer Tutoring learning method in learning English at the Eighth Grade in MTs Miftahul Huda?
3. How is the students' achievement after the application of Peer Tutoring method to the students of the Eighth Grade in MTs Miftahul Huda on English subjects?

#### **D. The Objectives of The Research**

Based on the formulation of the above problem, the purpose of this study is as follows:

1. To know the students' writing ability in descriptive text material at the second grade in MTs Miftahul Huda Pasirngangka.
2. To know the process of applying Peer Tutoring learning method in learning descriptive text material of English subject at The Eighth Grade in MTs Miftahul Huda.
3. To find out student learning achievement after the application of Peer Tutoring method on students of The Eighth Grade in MTs Miftahul Huda in descriptive text material of English subject.

#### **E. The Importance of The Research**

The research has the important for us to develop our education, there are:

1. For The Teachers

- a. The result of research can be used as an input in English teaching learning process especially to improve writing mastery.
  - b. It can make an active writing skill and enjoy.
  - c. It can help to develop student writing skill.
2. For The Students
- a. The students are motivated to improve their writing skill with enjoy and interesting in the class.
  - b. The students can get problem solving to improve of English Writing.
  - c. The students can be more active than teacher in the process of learning and teaching.
3. For The School
- a. The writer hopes this technique will be applied by teacher in English education and school.
  - b. The writer hopes it could a motivation to make better in future of English education and school
  - c. The writer hopes it will give contribution in English teaching learning.

## **F. Hypothesis**

The writer provides the hypothesis for this research as follows:

Students writing skill can be improved after being taught by using peer tutoring method on student learning process

## **G. Organizing of Writing**

In this research, the researcher organized this writing as follow :

Chapter one is part of introduction, which contains about problem background, problem identification, problem limitation, problem formulation, research objectives, research benefits, framework for thinking, research hypothesis and systematic Research.

Chapter two is platform theory that consists of definition, types and teaching of writing, peer tutoring method, definition of peer tutoring method, steps of peer tutoring method, peer tutoring method implementation techniques, learning outcomes, understanding of learning outcomes, indicators of improved learning outcomes, factors influencing improved learning outcomes, understanding english learning , characteristics of english learning.

In the third chapter is research methodology that consists of place and time research, research types, research variables, population and sample, data retrieval techniques and data analysis techniques.

And the forth chapter is analysis and research result that consists of data analysis about peer tutoring method (variable x), analysis of student learning data result (variable y) and correlation of influence data of peer tutoring method on student learning result in english subject.

The last chapter is conclusion that consists of conclusions and suggestions.