

ABSTRACT

UMMI KULSUM (2018): The Use of Peer Tutoring Strategy to Develop Students' Writing Skills in Recount Text (A Quasi-Experimental Study in the Tenth Grade Students of Science at SMAN 26 Bandung)

The study aims at developing students' writing skill in writing recount text through the use of peer tutoring. Writing is a demanded skill that should be mastered by students. In fact, the writing skill of many students is still low and far from the expectation. Students are lack of vocabularies that they are lazy to write. This condition leads the teacher to apply some teaching strategies in writing class. One of them is using peer tutoring strategy. Peer tutoring is a strategy where the students play the roles which consist of tutors and tutees. This strategy helps students to learn some materials or practice an academic task. In other words, the strategy is expected to be able to make students active, focus, and enjoy in writing skills especially on recount text. Recount text is the text that is used to retell past experiences or past activities. It gives as the form, structure and language features.

This quantitative research is used quasi-experimental design which consists of experimental and control groups. It involved 60 students of science in the 10th grade at SMAN 26 Bandung. In collecting the data, pretest and posttest were conducted in both classes. Before delivering the pretest, the researcher fulfilled the criteria of validity and reliability of the research which calculated by using anates software.

The result of pretest and posttest were calculated by using Microsoft Excel Windows 2007 and SPSS version 23. The pretest score in the experimental group shows that 59,60 and the posttest is 77,33. Meanwhile, the pretest score in the control group shows that 61,87 and the posttest is 72,00. Therefore, the student's writing skills in using peer tutoring strategy is higher than using grouping strategy. Furthermore, the result of group statistics of independent sample t-test shows that t_{count} is 1,765 > t_{table} is 1,671 with significance level 5% (0,05). It means that t_{count} is higher than t_{table} . The result means that the null hypothesis (H_0) is rejected while the alternative hypothesis (H_a) is accepted.

In conclusion, there is significant development of students who learn writing a recount text by using peer tutoring strategy. Therefore, it is suggested for the teachers to consider the use of peer tutoring as the technique which would be implemented in classroom.