

CHAPTER I

INTRODUCTION

This chapter describes the background that elaborates the phenomenon, the field and the previous studies of the research. In addition, the formulation of the problem is given. Operational definitions that explain various terms related to the topic are explained. The aim of the research and the uses of the research are also described.

A. Background

In Indonesian higher education, writing has become a subject that must be learned by undergraduate students. However, there are some difficulties faced by undergraduate students to master writing skills, such as having writing problems in grammar and lexical resources (Saputra, et al. 2016, p.754).

The researcher found the writing activities in an Indonesian higher education in which the students tutored their friends in writing tasks. Moreover, the students were discussing together while conducting the writing task with the lecturer involvement in their group activity. Hence, the phenomenon attracts the researcher's interest and curiosity to observe it further. Related to it, the lecturer used peer tutoring as the lecturing and learning method to help in lecturing and learning activity in writing class. Moreover, the writing class can be done by dividing students who more capable and/or got A scores in writing subjects from previous semester to be the tutor and the others to be tutees. Also, Topping (1996, p.322) argues that "peer tutoring is characterised by specific role taking: at any point someone has the job of tutor while the other(s) are in role as tutee(s)."

There are the previous studies investigating the similar issue in the research. Saputra, et al. (2016) stated at the reasearch about enhancing students' writing ability by peer tutoring. According to Saputra and Sri (2017) investigated peer teaching in students' writing process. The results showed that peer teaching has impacts on the writing process especially in the fourth-semester students' cognitive skills namely grammar, mechanics, vocabulary, and organizing ideas. It has also an impact on the students' attitude and their writing results much better. This study served different research design from the previous studies, where the previous studies used action research and the data analyzed by uses Miles and Huberman (1994) that consists of data reduction, data display, conclusion drawing, and verification which focus on the students as participant. Based on the previous studies, how peer tutoring is implemented is not studied yet further. Therefore, the present study observed the lecturer as the participant and observed how he implements peer tutoring in Indonesian higher education used research design classroom research and analyzed data by thematic analysis of Braun & Clarke (2006).

B. Formulation of Problem

This research question is formulated as follows; how does an English lecturer implement peer tutoring in writing classroom?

C. Operational Definitions

Some operational definitions related this study are provided to avoid misunderstanding about this study:

1. Peer Tutoring : It is a learning activity which a lecturer encourages students to tutor each other to transfer knowledge of writing in order to have better writing ability.
2. Writing Class : It is a class in which students learn English writing.

D. Aim of the Study

This research aims at observing the implementation of peer tutoring by an English lecturer in writing class.

E. Uses of the Research

Results of the research are expected to be useful in some ways, as follows:

1. Theoretical Use

It is expected to enrich the existing theories of peer tutoring implementation in higher education.

2. Practical Use

It will provide practical information for lecturer and/or teachers about how peer tutoring is implemented in writing class.

3. Empirical Use

For the next researcher(s) who will take similar topic, it can become empirical insight about the implementation of peer tutoring in writing class.