

CHAPTER II

THEORETICAL BACKGROUND

This chapter explains theories from several experts about the research topic and terms. It includes an overview of peer tutoring, the steps of implementing peer tutoring in writing class, and relevant studies.

A. Peer Tutoring

Peer tutoring is a learning activity in which more knowledgeable student becomes a tutor who can transmit knowledge to another one(s) as tutee(s). The term of peer tutoring is explained by Topping (1996, p.322) “as a surrogate teacher, in a linear model of the transmission of knowledge, from teacher to tutor to tutee.” In peer tutoring, the lecturer firstly transfers necessary knowledge of a subject to students who are considered have the capability to receive it well. Then, the students are demanded to help each other to transfer their knowledge to their friends who have a lower capability. It is believed based on the social cognitive learning theory (1997) that peer tutoring can be viewed as an effective way of enhancing learning (as cited in Alrajhi & Aldhafri, 2015 p.184). Hence, they are expected to have better capability and understanding about the transferred knowledge.

Peer tutoring involves students’ interaction in its process. Moreover, according to Hawkins (1982, as cited in Falchikov, 2001 p.4) affirms “that it is the social dimension of peer tutoring, the ‘sharing in the work of the system between two friends who trust each other’, the reciprocal relationship between

equals that allows the work to get done”. In addition, Falchikov (2001 p.4) argued “In the higher educational context, the concept of tutor as equal stems from the fact that the near-peer tutor is still an undergraduate, is seen as such (even though the tutor may be a more advanced undergraduate) and is more likely to be able to create an open communicative atmosphere than a teacher.” Thus, students must trust each other so that it can create a more communicative situation than a lecturer and can complete their assignments.

B. Implementing Peer Tutoring in Writing Class

The students face difficulties in the writing activity. Moreover, the problems that make writing difficult divided into three categories: The first is a linguistic difficulty namely grammar, vocabulary, language use, and choice of the sentence. The second is psychology difficulty, which more focuses on the writer’s difficulty because there is not direct interaction and feedback from the reader when the writer develops written material or content of the composition. The third is a cognitive difficulty. Writing has to be thought through formal instruction like spelling, punctuation, capitalization, and paragraphing (Bryne, 1988 p.4). To overcome these difficulties the lecturer uses peer tutoring to help the students with the roles and tasks in the writing classroom. Therefore Forman and Cazden (1985, as cited in Falchikov, 2001) explained that, “for peer tutoring to occur, there needs to be a difference in knowledge between two individuals, so that the more knowledgeable individual can act as tutor to the less knowledgeable” (p.4). It is necessary for lecturers to choose the more knowledgeable students to act as tutors to help the other students as tutees in

learning writing activity. Additionally, peer tutoring in learning can be an intervention for the students to work in pairs. According to Scruggs, Mastropieri and Berkeley (2010), as cited in Saputra & Sri (2017, p.1), “peer tutoring is an intervention in which students work in pairs to master academic skills or content” (p.1). Therefore, development of the students’ academic skills and content which fits the term of writing as the demanding process of cognitive skills can be facilitated by having collaborations within peers through peer tutoring.

During activities in writing class, the researcher observed based on the stages according to Scruggs, Mastropieri and Berkeley (2010), cited in Saputra and Sri (2017, p.73-75). During implementation peer tutoring process, there are the activities that lecturer and some students will do planning, acting and observing, and reflecting, as follows:

1. Planning

- a. In a meeting, the lecturer explained the syllabus which contained about the writing process and what was supposed to be done in it.
- b. The lecturer explains the material(s) as a part of academic writing which is required by students to write a thesis at the end of the study in university.
- c. The lecturer chooses some students who more capable and/or got A scores in writing subjects from previous semester to be the tutor.
- d. The lecturer explains peer tutoring and divided students into groups that consist of some students in groups with each tutor.

- e. The tutor assigned to lead the group of the study, organize the discussion, help their peer understanding the materials, and answer the question from their peers.
 - f. In the first 30 – 40 minutes, the lecturer gives the materials and/or tasks. Afterward he lets the tutor lead the discussion and help the tutees who do not understand the material.
 - g. The lecturer observes the students' group in the discussion session to check what happen during the lecturing and learning process to make sure that the class runs well.
 - h. At the end of the learning process, the lecturer lets the tutor evaluate their peers about the materials. The lecturer observed the writing process activities started from pre-writing, drafting, revising, and editing.
2. Acting and observing
- a. Pre-writing

Pre-writing allows to students to plan the structure and meaning of the topic to be regulated and generate ideas. Then, the tutor give some exercises to tutees and brainstorm for around 10 minutes.

Afterward, the students begin to think and write down their ideas about their topics on blank paper. In terms of academic writing, they ask questions in the form of the most interesting problems, book excerpts, how to put together a lot of theories or concepts to synchronize, the types of journals we can read. When the time is up, the tutor asks all tutees in the group to read the list.

Also, several groups are using free writing. They use blank paper. Summarize the topic in sentences and continue writing. Tutors order tutees to write whatever comes to their mind. They ignore grammar and spelling. They continue until the time is up, read their writing, and underline important points or relevant ideas. Also Saputra and Sri (2017) state this helps them identify the most important ideas.

b. Drafting

After pre-writing, students also begin to develop ideas or topics that they have written in the pre-writing. Developed into paragraphs that still have not been improved for revision. This is a decoding and encoding process that tells the writer about the caution that the clarity of intentional expressions and meanings can be improved or increased at any time.

To avoid confusion during the decoding and encoding process, each student learns through the process of clarifying meaning according to their purposes, needs, and characteristics. These could be achieved at the lowest level of ambiguity and inconsistency.

In this stage, sometimes the lecturer is asked by the tutor to come to the group discussion to help them answer some questions that they cannot answer. However, the lecturer is not deeply involved, just giving instructions or guiding them, and let the tutor finish or continue the discussion.

c. Revising

Tutors in each group examine tutees' work in the form of message clarity, word choice, and order. The main difference between preparation and revision in student activities is in the completeness of the document itself. Students try to complete a raw draft that is still incomplete by marking various levels of completeness.

The student revises their draft based on a raw draft that now needs to be refined into a fully recognizable work of art. During the revision stage, the revised image becomes clearer, more developed according to the control thesis, but the point of view is less natural and uncertain. However, the main task of the revision stage is to make a recognizable but still unclear picture into a good work of art.

Saputra and Sri (2017) added, the importance of steps in the process. When students look bored and tired because they have to pay attention to details that might be lost or cannot be recognized in repeated checks of what someone has written carefully. Tutor then helped them to make sure the students to focus on their writing and give motivation to the students by smoothly criticizing their writing.

d. Editing

In the editing stage there are a number of steps taken by Saputra and Sri (2017, p. 75), among them:

“First, tutor strived for focus and accuracy. Accuracy is one of the main attentions of the editing stage. Second one is fact-checking,

internet will help in the fact checking to raise the credible sources. In line with fact-checking, there is an evaluation too in online sources, keeping objectivity and staying on track. These are part of editing strategies that the students should undergo. The tutors checked their tutees' writing and gave the marks to their writings based on the writing scoring rubric.”

3. Reflecting

After doing these stages above, the activities will be reflected to show the result of implementation peer tutoring used in teaching and learning process in writing class which one tutor can help each other learning by teaching and help the lecturer explain the materials through open discussion. Accordingly, Topping (1996) supports that a group of students who are not professional teachers help each other to learn and learning themselves by teaching. Also, Saputra and Sri (2017, p.75) support that tutor helps the lecturer to explain the materials through open discussion.

C. Tutor Characteristic

The student(s) can be tutor in each group(s) discussion after selected by a lecturer, as follows:

1. The students must have more capability or the best ones in their groups. (Topping 1996 p.323)
2. Tutor has trained with three factors: (Ellson 1976 cited in Falchikov 2001 p.159)

- a. learning or environmental factors;
- b. structural factors (the abilities of students);
- c. affective factors (including emotional, attitudinal and motivational factors).

D. Tutees Characteristic

The student(s) can be tutee(s) in each the group(s) discussion, as follow: Tutee(s) as the objects who can gave knowledge by tutor and lecturer (or teacher). They have the different background and level of capability (Topping 1996 p.323). Thus, tutor must be responsible to share the writing material to the tutee(s).

E. Relevant Studies

This present study is relevant to the previous studies carried out by Saputra, et al. (2016) that conducted research about enhancing students' writing ability by peer tutoring. The results showed that peer tutoring could (1) offers partnership relationship, help and advice; (2) enhances students' writing ability especially grammatical competence and lexical competence; (3) accommodate give-and-take during the process of teaching and learning; (4) challenges students' creativity and critical thinking skills, on the flip side open critique may cause a clash or hostility among students. Another study carried out by 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. 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).