

The Improvement of Student's Ability in Writing Descriptive Text Through Peer Teaching at Grade XI at Mas Nur Ibrahimy Rantauprapat 2017/2018.

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ABSTRACT

This research aims to describe that improving the Writing Skill by using Peer Teaching at grade XI of students in MAS Nur Ibrahimy Rantauprapat in the academic year 2016/2017 and total of the students in the class was 35 students. This research conducted as Classroom Action Research (CAR) who conducted for two cycles, while each cycle consisting of planning, implementation, observation, and reflection. From the results of the learning improvement that has been implemented it can be concluded Most of the students were tested on the first cycle by using Peer Teaching only a few students who managed to answer the questions given that 7 (20%) students who completed and 28 (80%) of students who have not completed. In the second cycle after the repair complete student in answering questions that tested as many as 22 students (62.86%) students who completed, and students who have not completed as much as 13 (37.14%). This showed an increase of 10.52% after the implementation of the improvement in Cycle II. There is an increased student achievement through learning Peer Teaching on the material that is standardized simple present tense. The result showed that implementation Peer Teaching is affective toward activity, learning interest and improving their ability in writing English at MAS Nur Ibrahimy Rantauprapat.

Key Words: Peer Teaching, Writing Ability

INTRODUCTION

In this age, English has become the most popular language in the world. It is needed to develop sciences, technology, art, and culture. In addition to, the science of technology and trade are conveyed using English. Kerfoot, as quoted by Halt in Sugito (1997:118), states with confidence that although the hegemony of English in political spheres may be reduced, English will still hold the key to economic advancement. Consequently, Indonesian people have to learn English because of the role it plays in the international communication. Formally, the teaching of English as a foreign language has begun at the secondary level.

Considering the importance of English, it seems to be rather late for several reasons. First, English has become an urgent need for Indonesian people as a means of communication.

According to Meeyers in Ardhyia (2005: 75) Writing is writing is similar to producing speech. It plays a fundamental role in our personal and professional lives. In academia, writing has become central as a measure for academic success. Writing is an act of committing words or ideas to some medium. It means that writing is a skill that should be mastered, because it can be usefully and support for the skill of listening, speaking, and reading. So that the writing is a basic level of other skill. It is very important to students to be mastered in this skill.

Based on the background of the problem as has been described above, the problems of the study are formulated as follow:

1. How is the improvement of students's ability in writing descriptive text by applying Peer Teaching at MAS Nur Ibrahimy Rantauprapat?
2. How is the way of Peer Teaching in teaching to improve student's ability in writing descriptive text at MAS Nur Ibrahimy Rantauprapat?

Based on the identification of the study, writing have a big role and the researcher will be free to choose of mattes which easier to develop. Based on this opinion the researcher makes the limitation of study to avoid the spread of the problem, make it isier to understand the problem and simplify the study, the researcher limited the study "To improve student's writing in Descriptive Text by using Peer Teaching".

The objectives of the study are to describe the teaching and learning process to the writing skill, the objectives of the study are:

1. To know the improvement of student ability in writing descriptive text by applying Peer Teaching at MAS Nur Ibrahimy Rantauprapat.
2. To describe the way to applying Peer Teaching in teaching to improve student's ability in writing descriptive text at MAS Nur Ibrahimy Rantauprapat.

THEORITICAL FRAMEWORK

1. Peer Teaching

Peer Teaching is the method developed by Andrew Bell in age above 1700, Peer Teaching or usually named by Peer Tutoring is now successfully used in developed countries. Peer tutoring can be described as an instructional system in which students teach other students Harris in Eskay, (2002:). It is the process by which a competent pupil with minimal training and with a teacher's guidance helps one or more students at the same grade level to learn a skill or concept. Peer tutoring has to do with instructional strategy where students are taught by their peers, who had been trained and supervised by the classroom teacher. It involves having students work in pairs with another student of the same age or grade. It can be used to aid in the instruction of a few specific students or on a class wide basis. The strategy is used as supplement to teacher-directed instruction in the classroom. It is not meant to replace it. It has been extremely powerful as a way of improving student academic, social, and behavioral functioning that goes beyond typical teacher-directed instruction.

Benefit of Peer Teaching include improving competence in the subject area, easing students into university life, development of automous learning skill, “developing networking oppourtunies, building confident and self-esteem, enhancing team working skill, and developing leadershipskill” Mynard & Almarzouqi in Watts, (2006: 14). Peer Teaching can be used in a variety of subjects, not least the subjects in English.

Peer teaching works best when students of different ability levels work together Kunsch and Jitendra in Tee Tan,(2007 : 6). It helps students have higher academic achievements, improved relationships with peers, improved personal and social development, and increased motivation. The teacher then has more opportunity for individualized instruction and increased facilitation of inclusion and opportunities to reduce anti-social behaviors (Topping, 2008).

2. Writing

Writing is one of the Language skills, beside listening, speaking, and reading that must be mastered by English learners. They have to be able to express their thoughts in writing to develop their ideas, by writing they can also transfer information and knowledge. In other words writing can be said as a mean of communication between the writer and reader. According to Meeyers in Hanan (2005: 75) Writing is writing is similar to producing speech. It plays a fundamental role in our personal and professional lives. In academia, writing has become central as a measure for academic success. Students attempt to gain more control over improvement of English writing skill. Writing is a good support for the other skill of listening, speaking, and reading. As the basic level, Writing is an act of committing words or ideas to some medium. It means that writing is a skill that should be mastered, because it can be usefully and support for the skill of listening, speaking, and reading. So that the writing is a basic level of other skill. It is very important to students to be mastered in this skill.

According to Nunan in Tossi (2003: 88), writing can be defined by a series of contrast. The first, writing is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. The second, it is purpose is both to express and impress. Writers typically serve two masters: them self, and their own desires to express an idea or felling, and readers also called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing, depending on the purpose. The third, it is both a process and product. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing often cyclical and sometimes fisorderly. Ultimately, what the audience sees, wether it is an instructor or a wider audience, is a product.

3. Ability

Ability or usually named by competence is as a common characteristic of a person associated with the knowledge and skills that performed by action. Ability is an important factor in improving productivity, ability rassociated with knowledge and skills in individu.

According to Spencer in Palan (2007: 84) argues that competency shows the characteristics of the underlying behaviors that describe motives, personal characteristics (typical), self-concept, values, knowledge or expertise that brought a person who performs a superior (superior performer) in the workplace.

There are five (5) characteristics that make up the competence:

- 1) Factors include the knowledge of technical problems, administrative, human processes, and systems.
- 2) Skills; refers to a person's ability to perform an activity.
- 3) The concept of self and values; refers to the attitudes, values and self-image, such as a person's belief that he could succeed in a situation.
- 4) Personal characteristics; refers to the physical characteristics and consistency of responses to situations or information, such as self-control and ability to remain calm under pressure.
- 5) Motif; the emotions, desires, needs psychological or impulses that triggered the action.

According to Becker and Ulrich in Suparno (2005: 24) that the competency Refer to an individual's knowledge, skills, abilities or personality characteristics that influence Directly job performance. That is, competence contains aspects of knowledge, skills and the ability or personality characteristics that influence performance.

According to Robert in Palan (2001: 73), Competence is defined as the ability to adequately perform a task, duty or role. Competence integrates knowledge, skills, personal values and attitudes. Competence builds on knowledge and skills and is acquired through work experience and learning by doing "Competence can be described as the ability to perform the tasks, roles or tasks, the ability to integrate knowledge, skills, attitudes and personal values, and abilities to build knowledge and skills based on experience and learning is done.

METHODHOLOGY

The research method is a mean by which researchers in gathering research. The research method is needed in data collection because it is well worth nothing. Method of research will provide clues to implementation of research, or guidance on how research is carry out, what should be used to obtain these data, which acquired and other.

FINDING And ANALYSIS

From the definition of competence mentioned above, it appears that the focus of the competency is to exploit the knowledge and occupational skills in order to achieve optimal performance. Thus competence is everything that is owned by someone in the form of knowledge skills and internal factors other individuals to be able to do any work. In other words, competence is the ability to carry out tasks based on the knowledge and skills of each individual.

In accordance with the result of the data analyzed in the previous chapter, The Classroom Action Research that have been done during two cycles as long as four meetings, so the research concludes that learning and teaching process using Peer Teaching can improve:

1. The improvement students's ability in writing descriptive text of learning process can be shown with the improvement of the score average of the post test activity is 51.05. And than the score average on the students' activity at cycle I is 55.85, in criteria good and increas on the cycle II the score is 66,37 in criteria very good. So, the implementing of the time Peer Teaching in learning of writing can improve the quality of process learning of writing on the students grade XI of MAS Nur Ibrahimy Rantauprapat.
2. The process of Peer Teaching Model in teaching to improve student's ability in writing is students given the paper that contain about the picture of animal and than the students have to describe the characteristics of the picture, to get the effective the teacher devides the students to 5 group, and share the paper in each group.
3. In the learning process by using Peer Teaching the teacher use the material of simple present tense and it is more effective, than before, it looked when the students get increase in describe the picture, so Peer Teaching model can improve students's ability in writing descriptive text.

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