

CHAPTER I

INTRODUCTION

1.1 Background of the Study

One of the ability that often arise in learning is in writing. Students currently experience many obstacles in writing a text that is read orally from the teacher. A technique called peer teaching places a strong emphasis on students interacting with one another in order to both teach and learn. Although this strategy is not new, peer teaching is beginning to gain greater traction as education undergoes a paradigm change toward a more student-centric approach. Peer teaching has a lot to offer when it comes to writing abilities. Students who participate in the learning process as teachers not only enhance their own comprehension but also aid their peers in doing the same. This can boost pupils' confidence in writing down their thoughts and lessen their fear of asking questions.

This study was to investigate the effect of the peer teaching approach on students' writing achievement, given the significance of writing abilities in numerous facets of academic and professional life. It is intended that by concentrating on enhancing learning outcomes using this approach, this study would offer fresh perspectives on pertinent and successful learning tactics in the contemporary educational environment. According to Howe (Harper & Maheady, 2007), "Peer teaching strategies, especially class-wide models, are not value free. These models emphasize an equality in opportunity, mutual assistance, shared goals, interdependency, and group cohesion." This method provides an opportunity for students to help each other out. Besides that students can also share their thoughts in carrying out tasks but not in the sense of cheating.

According to Yusup & Sari,(2020) Peer teaching learning was very well used in calculus

learning because by using the peer teaching method, students' understanding has increased. The learning outcomes of students who use the peer teaching method are significantly higher than those of students who use the lecture method in calculus learning. Thus peer teaching has a good enough influence on learning. as well as on Khairunnisya et al., (2024) The results showed that the peer teaching learning method can affect the cognitive learning outcomes of grade V students of SDN 167 Pekanbaru in learning Mathematics by 71.69%, which is in the high category $G > 70\%$.

According to Guru et al.,(2024) stated that in some cases students understand teacher-centered learning better, because some students do not actively participate in learning using this peer teaching method. According to Widayati, (2023) shows that although peer teaching has benefits, for some students there is usually no improvement in learning using this method.

Based on the pros and cons above regarding peer teaching, in this study, the researcher intends to find out or find out whether this peer teaching method has an impact on student learning. This peer teaching method has not been used too much in English language research, especially in writing. Therefore researchers took research on peer teaching at SMPN 12 Tanjungpinang as one of the novelty in research using the peer teaching method.

1.2 Limitation of the Study

This research was focus on the effects obtained in learning to write by using the peer teaching method at SMPN 12 TANJUNGPINANG.

1.3 Research Question

Based on the background this research question can be: Is there any significant effect of peer teaching towards students' writing achievement in SMPN 12 Tanjungpinang?

1.4 Objective of the Study

This study aims to find out the significant effect of peer teaching in writing achievement in

SMPN 12 Tanjungpinang.

1.5 Significances of the Study

1. Theoretical significances

Theoretically, this research would contribute significantly to ELT (English Language Teaching) by confirming existing theories of peer teaching in writing achievement.

2. Practical significances

It is expected that the result of this study would give some contribution:

a. Students

This method can be used by students to help improve their writing skills.

b. Teacher

With the impact of peer teaching, teachers can use this method for learning both in English and other subjects.

c. For other researcher

This research can be a source of knowledge about peer teaching.

1.6 Definition of key terms

This research can be a source of knowledge about peer teaching

1. Writing

Writing was simply about expressing ideas, opinions, thought, feeling, etc. On a piece of paper by using pen. It is an activity of transferring knowledge to others into written symbols or statement.

2. Writing Strategy

Writing strategy was a plan to organize the writing ability of each individual. With the

writing strategy, individual writing ability can have a good impact on the writer and others.

3. Peer Teaching

Peer teaching was a learning method with a cooperative approach in which there are learners who play the role of teacher (usually students who are smarter than other students) and other learners play the role of teacher.

