THE EFFECT OF CLASSWIDE PEER TUTORING STRATEGY ON THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT GRADE X OF SMA SWASTA DAERAH SEI BEJANGKAR IN 2022/2023 ACADEMIC YEAR

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Abstract

This research was intended to find out the empirical evidence of the students' achievement ability in writing descriptive text by using Class wide Peer Tutoring Strategy at grade X of SMA Swasta Sei Daerah Bejangkar. This research was experimental research. The population of the research was all students' of class X of SMA Swasta Daerah Sei Bejangkar the sample of this research were taken from 32 students' of experimental group (class X-1) and 32 students' of control group (class X-2). The instrument for collecting data was a test. The data was analyzed by using t-test formula. From this analysis, the mean of experimental group was 84,21 and the mean of control group was 66,25. This research found that using Class wide Peer Tutoring Strategy has significant effect in writing ability. It can be proved by the result of the the analysis that t_{score} (t_o) = 19,92 was higher than t_{table} (t_t) = 1,998 with the significant 0,05. So, Ha is accepted. In the other word, the using of Class wide peer Tutoring Strategy more effective and more significant than using conversional strategy.

Key words: Class wide Peer Tutoring Strategy, Descriptive Text, Writing.

INTRODUCTION
English is one of significant subjects that senior high school students' should take. Reading, writing, listening, and speaking, are the four language abilities students' should acquire in order to comprehend this topic. Students' must also be able to comprehend English grammar and terminology. As a foundation of the English language, these abilities should be improved. As a language, English Language is most commonly used to communicate with others and share information. The entire globe students are expected to be able to do the following after learning English fluently and contextually communicate in the target language.(Maduwu, 2016).
Writing is a form of effective language use. Verbal exchange capabilities are the ability of a creator to interact verbally with a reader or readers. Since writing requires study and practice, it is a challenging skill to master.Sports that need writing skills are referred to as constructive pastimes. Writing therefore has practical potential.The range of writing elements will be expanded by the author as they are in the middle of their writing process.We could infer that writing is really difficult and by no means simple. (Munawir, 2022)
According to statements made and people questioned at SMA Swasta Daerah Sei Bejangkar, writing instruction has traditionally been delivered. The teacher first presented the contents of the descriptive paragraphs before discussing its components, such as purpose, organization, and language skills. The teacher may have requested the class to write a descriptive text on anything at some point. However, creating descriptive paragraphs was a challenge for college students. Students' did not have a solid understanding of how to comprehend descriptive language or how to describe people, places, and things in written English text based solely on conventional systems and linguistic functions. They are frequently unclear of what to write and how to construct precise paragraphs, especially in descriptive prose, and they no longer understand how to organize paragraphs or essays to explain their thoughts.

There are several strategies for writing. The Classwide Peer Tutoring approach is one of the choices. A learning approach called class-wide peer tutoring was created to assist teachers with individualized instruction while still giving pupils lots of chances to participate actively. (Hornby and Greaves, 2022a) explains that an educational technique based on the reciprocity of peer tutoring and reinforcement groups, in which all students are actively involved in the learning process and practice, is known as a class-wide peer tutoring strategy. Practice fundamental learning abilities in a methodical and enjoyable manner. Using a tutor to provide materials for students is completely free and dare to ask questions because studying with a tutor. Friends of the same age as students often boldly ask questions and express difficulties encountered in learning materials.

In relation to the problems above, this research is expected to be able to find effective strategy for teaching writing, especially descriptive writing. Based on these problems, this study intends to conduct research entitled *"The Effect of Classwide Peer Tutoring Strategy on The Students' Ability in Writing Descriptive Text at Grade X of SMA Swasta Sei Bejangkar in 2022/2023 Academic Year "*.

REVIEW OF LITERATURE
Writing

Writing is a language skill that requires specific attention. It suggests that you should endeavor to write down your thoughts. When someone wants to put his thoughts on paper or write something, he needs to be skilled at it. Writing allows us to communicate our ideas to others, particularly those who are separated in time and space.
Furthermore, according to (Lazulfa, 2019), The act of writing requires the use of written language. Writing is a crucial indicator of linguistic proficiency as well as the fundamental capacity to learn a wide range of subjects, and it has an impact on national quality and academic performance. Writing also fosters customized learning because well-designed assignments force students to make decisions about what material to keep and what to discard. What should be eliminated and how it should be done.

Based on a few of the aforementioned definitions, it can be said that a descriptive paragraph is a specific kind of paragraph that is intended to illustrate or describe an object directly, including its shape, sound, feel, and flavor. To put it another way, a descriptive text is a literary piece that uses specifics about the subject to portray the appearance of something.

Classwide Peer Tutoring Strategy

A learning approach called class-wide peer tutoring was created to assist teachers with individualized instruction while still giving pupils lots of chances to participate actively. In the classwide peer tutoring strategy, students are divided into tutoring pairs. Each receives points for effectively performing their assigned task. Throughout the day, students switch between the roles of tutors and students. Peer tutoring across the class gives students the chance to apply and master what they are learning while promoting a friendly social environment.. According to 12-year research, at-risk adolescents and students with impairments who participate in programs using classwide peer tutoring develop their reading skills more quickly, retain them longer, and advance socially more than those who do not. the quantity of kids quitting school and the demand for special education places. (Rajalakshmi, 2020).
Implementing peer-to-peer tutoring throughout the class is so that students who are more capable in a certain subject can become tutors for less competent students in that subject. Students can then be divided into small groups and asked to be more active in this learning. While the teacher's role in guided discussion is to model peer-to-peer learning across the class, namely facilitator, mediator, and evaluator. But in learning, the role of the student prevails over that of the teacher, because the role of the teacher is assumed by a tutor, who will become his assistant.

Based on some of the above comments, it can be concluded that the peer tutoring strategy is a learning strategy that actively engages all students in the group to discuss,

teach each other, and listen to each other. listen to instructions or advice from students who are good at tutoring.

METHODOLOGY OF THE RESEARCH

The research was conducted at SMA Swasta Daerah Sei bejangkar, Batubara. North Sumatra. Research was conducted in August-September 2023.

The population is an area consisting of subjects and objects that have been determined by the researcher to be the subject/object of the study. (Sugiyono,2020).

The population of this research was the students' at grade X of SMA Swasta Daerah Sei Bejangkar in 2022/2023 aacademic year. It has 64 students' which is separated into two classes, they are X 1 and X 2.

In this research, the research used quantitative method with experimental research. (Sileyew, 2019). The author will perform an empirical investigation while attempting to determine a likely cause-and-effect link between the independent and dependent variables. In order to ascertain the results of this investigation, the author used a quasi-experimental design with a non-equivalent control group. The Effect of a Classwide Peer Tutoring Strategy on The Students' Ability in Writing Descriptive Text at Grade X of SMA Swasta Daerah Sei Bejangkar in 2022/2023 AcademicYear.

In this study, two classes Class X 1 serving as the experimental class and Class X 2 serving as the control class used in an experimental design. There are 64 students in the sample, 32 of them are in the experimental group and 32 are in the control group. Levels X 1 and X 2 samples were used in the study.

RESULT AND DISCUSSION

Finding

According to the aforementioned facts, pupils' pre-test scores were lower than their post-test scores. The average pre-test score for pupils was 57,5. After applying the Classwide Peer Tutoring technique, it increased by 26.71 %, and the post-test score mean was 79.37.

According to the aforementioned data, students performed worse on the pre-test than on the post-test. The average pre-test score for pupils was 56,87. Following the application of conventional strategy. It increased by 9,375%, with a mean score of 68,43 in the post-test.

This tactic displayed some students' writing from the experimental class's pre-test and post-test periods. The MDI and DRA of students are used in this study as a representation of their abilities. The first is MDI, who has a limited skill set. This student's main content/idea received a score of 1 since the first line he wrote in the pre-test did not clearly state the topic. His organization's ideas were unclear and muddled, which is why the score was 2. The vocabulary was adequate and had limited English language knowledge, earning a score of 2. The language use was sufficient, earning a score of 2. And mechanic was a spelling error, thus the result was a 2. The total score was 9. Where in the rubric score that i used it means that score was 45. After receiving the treatment, the students scored highly on the post-test due to their ability to complete component writing, solid idea/content but limited topic knowledge (scoring of 4), and a clear and logical arrangement (score of 3). She received a score of three since there were several writing errors in the vocabulary. She received a 3 for using the language competently but simply. And mechanic was good to medium due to minor capitalization errors, but paragraphing was sufficient. She consequently received a score of 3. The final score was 16, which is equal to 80.

The second respondent, a DRA with high aptitude, received a score of 3 for the pre-test paragraph's primary theme. The key ideas are clearly separated despite her organization's looseness, earning a score of 3. The vocabulary was adequate, earning a 3 out of 10. The language use was proficient, earning a score of 3, and the frequent spelling errors earned a score of 2. On the basis of the rubric score, the final score was 14 or 70. After receiving treatment, the students' post-test scores were high because they were able to complete component writing, their idea/content was good, earning a score of 4, and their organization and logical sequencing were excellent. She received a 4 for the vocabulary since there were several writing errors. The language use was

proficient, earning a score of 3. Because the mechanic was skilled, she received a 3 rating. The overall result was 18 or 90.

Discussion

This study would display some students' writing from the control class that corresponded to the pre- and post-test conditions. This study uses NMAM and DJM as two students to represent pupils with various levels of ability. The first is NMAM, who is not very talented. In the pre-test paragraph, this student received a 2 for her main idea since the first line she wrote did not clearly state the topic. The ideas were unclear and confusing in her structure, so the score was 2. The score was 1 due to the competent vocabulary and limited knowledge of English vocabulary. The language use was poor, so the grade was only one. and the mechanic was a spelling error, thus the result was a 2. The total score was 8 or 40. The respondent performed better in the post-test than in the pre-test; the content score was 3, and the organization score was 2. There are several writing errors in the vocabulary, earning a score of 2. Both the language use and the mechanics received a score of 2. There was a total of 11, or 55.

The second is DJM, who has great aptitude; in the pre-test paragraph, he received a score of 3. The score in his organization was 3. The score for vocabulary was 4. The score was 2, as the language use and meaning were unclear. the mechanic received a 2, and. The overall result was 14, or 70. In the follow-up test, the pupils performed better. He received a 3 for content and a 3 for organization. He received a 3 on the vocabulary test. His language score was 3. and the mechanic received a 3. There were 15 points, or 75 total.

Although the increase in the experimental class was bigger than the increase in the control class, this study also discovered an improvement in the writing skills of the students in the control class. Based on the results, the experimental class's mean pre- and post-test scores were 57.5<84.21, respectively. The control class's mean pre- and post-test scores were in learning, though. They were very eager to participate in the learning process, thus even though it wasn't an experimental class, their learning outcomes improved.

From calculation above it found that t_{score} 19,92 whereas the t_{table} 1,998. It demonstrates that employing the classwide peer tutoring strategy, students made considerable progress in writing descriptive texts 0.05. According to the study's findings, the Classwide Peer Tutoring Strategy had a considerable positive impact on students' capacity to write descriptive texts. This indicates that the Classwide Peer Tutoring technique was more effective than the traditional strategy at teaching students how to write descriptive texts.

CONCLUSION

Based on the findings of the research and discussion that were covered in the previous chapter, it can be said that improving students' writing skills through the use of a class-wide peer tutoring technique is possible. The learning outcomes of children who learnt writing utilizing a classwide peer tutoring technique differ significantly from those of kids who did not use such a strategy.

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