The Effect of Peer Tutoring Technique toward Students' Writing Ability on Narrative Text at Tenth Grade of SMAN 1 Pasaman

A THESIS

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LETTER OF ADVISOR APPROVAL

Thesis entitled "THE EFFECT OF PEER TUTORING TECHNIQUE TOWARD STUDENTS' WRITING ABILITY ON NARRATIVE TEXT AT TENTH GRADE OF SMAN 1 PASAMAN" written by Yolanda Apri Zenna (2321083), English Education Study Program, Faculty of Tarbiyah and Teacher Training. State Islamic University of Sjech M.Djamil Djambek Bukittinggi, academic year 2025/2026, has been granted approval to undertake the munaqasyah session. This approval is guaranteed and used appropriately.

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Dengan ini, saya benar-benar mengakui bahwa penulis asli karya ilmiah saya dengan judul di atas adalah saya sendiri. Penulis bersedia untuk diproses sesuai hukum jika di kemudian hari terbukti bahwa skripsi ini bukan karya mereka sendiri. Dalam jangka waktu yang tidak ditentukan, gelar sarjanaan penulis akan dicopot.

Demikian pernyataan ini saya buat dengan sesungguhnya untuk dipergunakan semestinya.

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ABSTRACT

Yolanda Apri Zenna, 2321083 "The Effect of Peer Tutoring Technique toward Students' Writing Ability on Narrative Text at Tenth Grade of SMAN 1 Pasaman". A Thesis, English Education Study Program, State Islamic University of Sjech M. Djamil Djambek Bukittinggi, 2026.

Peer tutoring is a cooperative learning technique that involves students as both tutor and tutee. This pedagogical technique enables students to enhance their writing abilities through collaborative discourse, feedback, and reflection. At SMAN 1 Pasaman, many tenth grade students continue to encounter challenges in writing, particularly in the composition of narrative texts. These challenges are attributed to several factors, including in difficulties in developing writing ideas, a lack of understanding of the second tense of verbs, limited teaching techniques, and student writing scores often falling below the Minimum Completion Minimum (KKM). Therefore, this study aims to determine how peer tutoring affects students' narrative text writing ability.

This study was quantitative in nature. There was a quasi experimental design used. There was a pretest and a posttest for this idea. The pretest and posttest were taken by the experimental and the control group. Students in the tenth grade at SMAN 1 Pasaman made up the population. Cluster random sampling was the method of sampling that was employed. Peer tutoring technique were used to teach Class X E.3, which was the experimental class. Peer tutoring was not used to teach Class X E.5, which served as the control group. A narrative text writing test was used to gather the data.

According to findings, students' writing ability in narrative texts are significantly impacted by the application of peer tutoring technique. The increase in the experimental class's mean score (73.42 > 57.19) further supports this increase. Second, the results of the independent sample t-test with a sig show that the experimental class and the control class differ significantly. Value (2-tailed) = 0.002 < 0.05. These results suggest that using peer tutoring technique to teach narrative text composition more successful than using traditional teaching technique.

Keywords: Effect, Peer Tutoring, Writing Ability, Narrative Text

ABSTRAK

Yolanda Apri Zenna, 2321083, "Pengaruh dari Peer Tutoring Technique melalui Kemampuan Menulis Siswa pada Narrative Text Siswa Kelas Sepuluh SMAN 1 Pasaman". Skripsi, Jurusan Pendidikan Bahasa Inggris, Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, 2026.

Peer tutoring technique merupakan teknik pembelajaran kooperatif yang melibatkan siswa sebagai tutor (pembimbing) dan tutee (yang dibimbing). Teknik pedagogis ini memungkinkan siswa untuk meningkatkan kemampuan menulis mereka melalui diskusi kolaboratif, umpan balik, dan refleksi. Di SMAN 1 Pasaman, banyak siswa kelas sepuluh terus menghadapi tantangan dalam menulis, khususnya dalam penyusunan teks naratif. Tantangan ini disebabkan oleh beberapa faktor, termasuk kesulitan dalam mengembangkan ide penulisan, kurangnya pemahaman tentang bentuk kata kerja kedua, keterbatasan teknik pengajaran, dan nilai menulis siswa yang seringkali berada di bawah Nilai Minimum Penyelesaian (KKM). Oleh karena itu, tujuan dari penelitian ini adalah untuk mengetahui bagaimana bimbingan sebaya mempengaruhi kemampuan siswa untuk menulis teks naratif.

Penelitian ini merupakan studi kuantitatif. Penelitian ini menggunakan desain kuasi-eksperimental. Pretest dan posttest disertakan dalam desain ini. Keduanya dilakukan untuk kelompok eksperimen dan kelompok kontrol. Fokus penelitian adalah siswa kelas sepuluh SMAN 1 Pasaman. Cluster sampel acak digunakan. Kelas X E.3 adalah kelas eksperimen, yang diajarkan menggunakan teknik bimbingan sebaya. Kelas X E.5 adalah kelas kontrol, yang tidak diajarkan menggunakan teknik bimbingan sebaya. Data dikumpulkan menggunakan tes menulis teks naratif.

Berdasarkan hasil penelitian, pertama, Pertama, teknik bimbingan sebaya berdampak besar pada kemampuan menulis siswa dalam teks narasi. Peningkatan ini semakin diperkuat oleh kenaikan nilai rata-rata yang diamati di kelas eksperimen (73.42 > 57.19). Kedua, hasil uji coba sampel t-test independen menunjukkan bahwa kelas eksperimen dan kelas kontrol terdapat perbedaan, nilai sig.(2-tailed) = 0.002 < 0.05. Temuan ini menunjukkan bahwa pengajaran menulis narrative text dengan peer tutoring teknik lebih efektif dibandingkan dengan teknik pengajaran konvensional.

Kata Kunci: Pengaruh, Peer Tutoring, Kemampuan Menulis, Narrative Text

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CHAPTER I

INTRODUCTION

A. Background of the problem

In English, writing is considered one of the four main skills, besides reading, listening, and speaking. Writing is the activities carried out to express ideas in the mind and then poured into written form. More than just a string of words, writing is a creative process that involves several important stages, namely collecting information, compiling a writing framework, and revision to improve the writing after the initial draft is complete. As explained by (Nunan, 2003) writing is a process of coming up with ideas, figuring out how to convey them, and structuring them into sentences and paragraphs that the reader can understand. It is important to teach it to students, because it helps in developing ideas, expressing feelings and improving language skills.

Writing can make individuals to communicate ideas and information effectively, both in written and oral forms. Besides, writing can hone the skills of constructing cohesive sentences and paragraphs, also improve the ability to choose the right words to convey a message more powerfully. The purpose of writing is to provide information about something and also express thoughts that cannot be expressed. In addition, writing also provides an opportunity to reflect on thoughts and feelings. So, writing is not only an academic or professional activity, but also a valuable self-development tool.

In education, writing develops communication, strengthens understanding of academic concepts, and sharpens critical thinking. According to (Marble, 2012) that writing plays an important role in developing educational ideas, deepening understanding of events in school and class, and being a means of sharing observations and ideas with others. Various forms of writing, such as paragraphs, essays or texts allow students to interact with the subject matter in more depth and strengthen their understanding of the material.

Referring to (Cheung, 2020) lack of writing ability can harm people in accessing education and job opportunities, because writing ability is an important aspect in communication, learning and competition in the world of work. Lack of writing ability such as limitations in structure, lack of ideas, limited vocabulary, grammar errors, and not confident because students are afraid make mistakes in writing. Writing is needed to fulfill the subject matter such as descriptive, recount, narrative, report and various types of text teach at school. In college, writing is needed to write articles, essays or research reports. Not only that, applying for a job will require writing ability such as compiling a job application letter and curriculum vitae. For that, writing is crucial in education, not only helps students achieve academic success, but also preparing them to face challenges in the world of work. Therefore, writing ability is one of the skills that need to be developed for students. In writing, deep thought and preparation are needed to produce quality work.

In producing good writing, there are definitely difficulties such as organizing ideas, choosing the right words, and writing style. In the opinion of (Dunn, 2021) writing difficulties in students occur because they have difficulty concentrating, processing new information, and connecting it with the knowledge they already have. This means in writing, attention, memory and understanding are required in the student's writing process.

Derived from preliminary research at tenth grade of SMAN 1 Pasaman on July 2025, the researcher found the problem about writing. The results of observation were that many students seemed confused about ideas to write and differences in verbs used. This could be seen when students asked the teacher about “What should i write first?”, “What is the structure of the text?”, “How do to make an interesting opening sentence?”, “How to differentiate between verb 1 and verb 2?”. In addition, lack of student participation in learning. It was seen some students did not answer questions from the teacher and many lowered their heads when the teacher explained the lesson. This is also supported by students’ interviews, they said when the teacher given a writing assignment, their have difficulty with what to write. Also, they would like to do writing task in groups to make it easier for what will be written. So far, teachers only told them to work individually.

Next, based on interview with Miss Nosrisna who teaches on tenth grade, she claimed that students at tenth grade had below average on writing ability, most of the students' scores had not reached the minimum completeness criteria (KKM) of 75. These problems indicate that students

need a technique that can help them on writing. As stated by (Falchikov, 2001) that peer tutoring technique designed to improve writing has been successful by tutors and tutees. This technique is considered effective in overcoming writing problems. Peer tutoring is a student becomes a tutor for other students to share their knowledge. Peer tutoring is a technique of instruction where students get instruction from other students under the guidance and supervision of the class teacher (Misnar & Hasanah, 2017). The essence of peer tutoring is that students are more competent in providing guidance and support to students who are experiencing difficulties. Peer tutoring is considered effective in overcoming writing problems. In the context of writing, peer tutoring provides opportunities for students to communicate with one another and exchange thoughts. Apart from that, the advantages of peer tutoring is it can overcome differences in ability in class, foster sudents' independence and responsibility towards the learning process.

Peer tutoring is typically implemented in group settings. The students are organized into small, heterogeneous groups, with each group being assigned a more proficient student to serve as a tutor. The social constructivist learning paradigm is closely related to the idea of peer tutoring techniques. Peer tutoring is defined as the practice of students providing academic assistance to their peers by offering guidance and support within their respective zones of proximal development, which are defined as the areas of learning that a student demonstrates proficiency,

capable of understanding and applying. This technique emphasizes the responsibility of students in creating learning (Vygotsky, 1978 in Clarkson & Luca, 2011). It means this learning process occurs in a "zone" of ability that students cannot yet master alone, but can be achieved with the help of others (e.g. peer tutors). So, when students tutor their peers, they are not only delivering material but also fostering social interaction.

Activities that enhance writing ability can make use of the peer tutoring technique. When students support each other, they can learn from each other and develop unique writing styles. In short, peer tutoring creates a cooperative learning environment. Cooperative learning method supports peer tutoring learning (Mukhlis, 2016). It means forming student cooperation in small groups to achieve common goals and can improve students' abilities, one of which is writing ability. This provides benefits to students such as increase responsibility, self-confidence, motivation and academic abilities. Consequently, researcher selected the peer tutoring technique to enhance students' writing ability.

As explained above, the researcher's primary focus on the research with title the effect of peer tutoring technique toward students' writing ability on narrative text at tenth grade of SMAN 1 Pasaman.

B. Identification of the problem

In order to identify the extant problems, an English teacher and tenth-grade students at SMAN 1 Pasaman were observed and interviewed. It was determined that students have difficulty writing. First, students

difficulty concerning the idea of the writing. Second, some students cannot differentiate the use of V2 which is part of the language features of narrative text. Third, many students do not take part actively in the learning process, because the teacher's teaching technique (teacher centered) was influence the student's learning process. Last, the average student score in writing is still below the minimum completeness criteria (KKM) of 75. In class X3 the average is 62, X5 56, X9 54, X10 57 .

To overcome this problem researcher conducted to determine The Effect Peer Tutoring Technique toward Students' Writing Ability on Narrative Text at Tenth grade of SMAN 1 PASAMAN.

C. Limitation of the problem

This study is experimental in nature. Depending on the issue, the researcher will concentrate on the effect of peer tutoring technique toward students' writing ability at tenth grade of SMAN 1 Pasaman. Within the confines of the writing context, the researcher has constrained the problem to narrative text, a limitation that is contingent upon the writing material that students have been instructed to learn.

D. Formulation the problem

Based on the context of the problem in this study, the researchers came up with the following formulation:

1. Does peer tutoring technique give significant effect toward students' writing ability at tenth grade of SMAN 1 Pasaman?.

2. Is there a significant difference in writing ability between students who were taught using peer tutoring technique and those who were taught using conventional teaching?
3. Is the writing ability of students taught using peer tutoring technique better than that of students taught using the conventional teaching?

E. Purpose of the research

The purpose of this research are:

1. To determine whether peer tutoring technique has a significant effect toward students' writing ability at tenth grade of SMAN 1 Pasaman.
2. To examine whether there is a significant difference in writing ability between students who were taught using peer tutoring technique and those who were taught using conventional teaching.
3. To find out whether there is the writing ability of students taught using peer tutoring technique better than that of students taught using the conventional teaching.

F. Significant of the problem

1. For the students, It is intended that would help students in various ways, including the ability to write, particularly narrative texts.
2. For english teacher, this research can increase teachers' knowledge about alternative technique that can increase students' writing ability.
3. For researcher, this can increase researchers' knowledge and researchers can apply peer tutoring technique in later class activities.

G. Definition of key words

1. Peer tutoring is a teaching technique where students help and engage with one another in the roles of both tutee and tutor.
2. Writing ability to effectively and coherently express ideas, thoughts, and information in writing is known as writing ability.
3. Narrative text is used to describe any kind of text that employs chronological order to tell a story.

CHAPTER II

REVIEW OF LITERATURE

A. Literature Review

1. The nature of writing

a. Definition writing

Writing is a valuable skill that facilitates the articulation of thoughts, emotions, perspectives, and concepts through language. Writing is a thinking process where authors generate written work based on their thoughts. Writing is not just about writing clear and concise sentences or paragraphs, but also about the skills to express and collaborate with others (Bagus Purnomo et al., 2024). This means that writing must be accompanied by expressive activities and be able to attract readers to feel and think about the writing.

Writing is a cognitive process where authors generate written work based on their thoughts. This suggests that in order for the reader to comprehend the written results, writing necessitates mental effort. The act of writing can be defined as the process of arranging words in a coherent manner to form grammatically valid sentences. It utilizes to share the idea or emotions to someone or public. Then, according to (King et al., 2012) writing is a way to share ideas. Writing functions as a tool that can assist an individual in the process of developing ideas, so we can examine them outside of our current mode of thinking. Simply put, writing is therapy and connecting.

Appertaining to (Hyland, 2004) that writing is the same as creative activities. This means in writing, creativity is needed because it involves the process of changing abstract thoughts, emotions and experiences into real expressions. Additionally, he asserts that writing constitutes a deliberate and expressive activity. Writing must have a clear purpose, so that it can relate to what other people have said or written before.

It is the conclusion of the researcher that writing constitutes the act of articulating ideas, emotions, or feelings through written form. Writing is not just stringing together words, but also a structured and creative thinking process, which is often related to personal experiences, responses to others, or responses to existing texts.

b. The writing process

A writer employs a set of steps called the writing process to produce effective and organized text. According to (Brown, 2007) that writing focuses students on how to generate ideas, make them coherent, and express them cohesively into a written text. He states that writing teaches students the process of writing systematically from beginning to end.

The writing process has four stages (Harmer, 2004):

1) Planning: To start writing, a writer first has to decide what they want to write and why. This includes deciding on the type of text, the language to use, and what information to convey to the reader.
2) Drafting is the process of referring to a piece of writing's initial draft. Writers should now concentrate more on the organization and development of their thoughts. Several drafts may be created as the writing process moves into editing in order to reach the final edition.
3) Editing, Following the creation of a draft, they read their work and engage in a process of reflection and revision. Reflection and revision are often aided by other readers (or editors) who comment and make suggestions. A writer will be able to make the necessary changes based on how other readers respond to their work.
4) The final version is the outcome of the authors' editing and adjustments to their previous drafts. Following that procedure, the author is now prepared to convey his written work to the target audience.

Meanwhile, according to (Johnson & Ph, 2024) there are 5 steps of writing process:

1) Step 1, Prewriting involves generating ideas, organizing ideas, and gathering data to support those ideas. Strategies for generating ideas include things like making lists, brainstorming, and conversations.
2) Step 2, Drafting is the process of writing down your ideas while taking into account proper grammar, punctuation, and spelling.
3) Step 3, Revising is the process of reviewing, reshaping, and revising the writing over and over again. There will be parts of the writing that are added, moved, or removed.
4) Step 4, Editing. This step involves the correction of grammatical, spelling, and punctuation errors.
5) Step 5, Publishing and sharing. Aims to allow people to see the results of the writing that the author has done and also so that students can read parts of their work in small or large groups, exchange writing with others and opinions.

In short, of the three sources, the researcher conclude that writing process start with planning for ideas and writing goals, next create a draft of the writing including structure, writing style, punctuation, grammar, and then continue with the editing process by rereading the writing and asking for suggestions from other readers. Finally, after making more edits to the writing, it's ready to be given

to the reader.The writing process can be repeated that means the writer can return to the previous stage if necessary. This can help the writer develop writing ability and produce better work.

c. The qualities of good writing

Effective writing communicates its meaning to the reader in a clear and concise manner. Good writing is the result of thinking critically. It is challenging because it tests memory, language skills, and thinking ability. Then, (Fitzgerald, 2022) states that 5 characteristics of excellent writing:

1) Focus, each paragraph should discuss only one main idea so the message is clear and easy to understand.
2) Development, a paragraph should explain or support the main idea by giving examples or additional details.
3) Unity, all paragraphs need to stay connected to the main topic. Each paragraph should focus on one important point.
4) Coherence, the writing should be organized clearly and logically so the ideas flow smoothly for the reader.
5) Correctness, a paper should use correct and standard English with few mistakes. Good writing also shows the writer’s own style and creativity.

There are several the qualities of good writing have been identified by (Okono, 2020) are:

1) Clarity, writing must have clarity in order to be understood and provide pleasure and interest. Incorrect grammar or punctuation can trigger a lack of clarity.
2) Economy, the writer will choose a good word (economical) to avoid long-winded words.
3) Simplicity, here implies flexibility in the selection and use of monosyllabic and polysyllabic words.
4) Unity, important for developing thoughts and themes. It makes the writing stronger when it is related to each other.

In opinion by (Peha, 2010) states that a few characteristic of good writing:

1) Interesting and important ideas. Ideas are the main information chosen to be written.
2) Logical and effective organization. is the sequence of ideas when moving from one idea to another.
3) Individual and appropriate language style. selection of formal or casual language style.
4) Specific and memorable word choices. Writing with the use of appropriate words.
5) Fluency, Fluency means that sentences flow well and are easy for readers to understand.

6) Correct and communicative conventions. The proper use of spelling, grammar, and punctuation to make writing readable and clear is referred to as convention.

In essence, the qualities of good writing is characterized by clarity, coherence, accuracy, and the ability to successfully communicate a message to the reader. Good writing has a structure, clear language that is appropriate to the purpose and be able to arouse the reader's interest and emotions. The qualities of writing also pays attention to grammar, spelling, and consistent writing style, resulting in written communication that is easy to understand.

d. Purpose of writing

The creation of information that readers can access is the main objective of writing. Based on (Klimova, 2012) states that writing helps to:

1) Express one's personality, it shows the writer's thoughts, feelings, values, and style through words.
2) Foster communication, it means to encourage and improve the way people share ideas and information.
3) Develop thinking skills, helps people make better decisions, understand complex issues, and approach challenges in effective ways.

4) Argue logically and persuasively arguments, this involves using facts, reasoning, and structure to convince others of your point of view.
5) Give someone time to reflect on their ideas and revise them if needed.
6) Allow individuals to give and receive feedback.
7) It is imperative to prepare for both academic and professional pursuits. This means building the knowledge, skills, and habits needed to succeed academically and professionally.

Besides, the goals of writing are also found in (Grenville, 2001) are:

1) Writing to entertain does not always make readers laugh, but it does evoke some emotion in them. Generally takes the form of so called ‘imaginative writing’ or ‘creative writing’ (of course, all writing requires some imagination and creativity). Examples of imaginative writing are novels, stories, poems, song lyrics, plays and screenplays
2) Informative writing provides the reader with specific information. These types of writing can be "entertaining" in the sense that they are enjoyable to read. However, their primary goal is not to amuse the reader; it is merely an added benefit. Examples of writing that tries to inform include newspaper

articles, scientific or business reports, guidelines or procedures, and essays from schools and universities.

3) Writing with the intention of persuading readers of a particular viewpoint. It can be found in advertisements, articles, and different types of essays. Although the writer's opinion may be included, Rather than being based on subjective feelings, it need to be backed up by logic and evidence.

According to (Copeland, 2012) states the purpose of writing:

1) Express, pouring thoughts and feelings into writing so that they can be felt by the reader.
2) Describing, describing people, places, moments, etc. in enough detail. This helps the reader imagine what is being written.
3) Exploring/Learning, inviting the reader to share the experiences, thoughts, and reflections expressed by the writer.
4) Entertaining, there is a funny way of conveying, explaining, thrilling or giving information so that the reader feels happy.
5) Informing, is the main purpose in writing such as reporting facts of an event.
6) Explaining, giving the reader an explanation by gathering data and facts, integrating them with one's own expertise, and making sense of them.
7) Argue to convince readers to believe what is written.

In summary, writing is a powerful tool for connecting with others, communicating ideas, and expressing feelings. It helps people communicate clearly, think critically, and organize their ideas. Writing can be used to entertain, inform, persuade, or reflect, depending on the purpose and audience. It also allows people to learn, grow, and prepare for both academic and professional success. Overall, writing is an important skill that supports personal expression and effective communication in many areas of life.

e. The writing assesment

Writing assessment is a procedure that can measure students' writing abilities (Huot, 2017). Writing assessment is an assessment of a person's writing ability, usually carried out to measure how well a person can convey ideas, information, and measure writing ability such as vocabulary, grammar, understanding of topics and evaluating critical thinking. Writing assessments serve as valuable tools for identifying a writer's strengths and weaknesses in organizing thoughts, constructing coherent arguments, and using appropriate language and structure. Through writing assessments, educators can determine how effectively an individual can express ideas in writing, analyze their ability to support opinions with evidence, and assess their use of tone and style appropriate to their readers. The present study employs a rubric assessment with

analytical scoring, encompassing content, organization, grammar, vocabulary and mechanics as delineated by (Brown, 2007):

Table 2. 1 Rubric Assessment

Aspect	Score	Description
Content	4	The information are relevant to the topic, which is straightforward and comprehensive.
	3	Although the concept is clear and comprehensive, the details are unrelated.
	2	The details have little to do with the unclear theme.
	1	The details don't align with the issue, which is vague.
Organization	4	The proper linking words are used to organize and fully develop the orientation, complication, and resolution.
	3	With the help of appropriate linkers, the generic structure are largely complete.
	2	Several inaccurate or limited connectives are included in the partially formed generic structure
	1	The generic structure are all unfinished and arranged using the incorrect linkers.
Grammar	4	There are hardly any grammatical errors.
	3	Some grammatical errors appear, yet they do not interfere with the intended meaning.
	2	Many grammatical mistakes are found throughout the text
	1	Grammatical errors occur repeatedly in the writing
Vocabulary	4	The words and word forms used are accurate and effective.
	3	The meaning is unaffected by the few grammatical and word choice mistakes.
	2	There is a restricted vocabulary, and some word selections or forms are confusing.
	1	Very poor knowledge of words, word forms, and not understandable
Mechanics	4	Text that uses capital letters, punctuation, and spelling correctly.
	3	There are sporadic capitalization, punctuation, and spelling mistakes in the

		text.
	2	There are numerous spelling, punctuation, and capitalization mistakes in this text.
	1	Spelling, punctuation, and capitalization mistakes predominate in the text.

Adapted from (Brown, 2007)

$$\text{Scoring} = \frac{\text{Raw score}}{\text{Max score}} \times 100$$

In conclusion, writing assessments is a a methodical way to evaluate students' writing ability, the most important things to think about are the content, how it is organised, the grammar, the vocabulary and the mechanics. Through this assessment, teachers can identify students' strengths and weaknesses, provide feedback, and design more effective learning strategies and technique to optimally develop writing ability.

2. Peer tutoring technique

a. Definition of peer tutoring

Peer tutoring is a technique that can be used to improve English learning, one of which is writing. Peer Tutoring is when students assisting one another in their learning. A student who knows a subject well (the tutor) teaches or guides another student (the tutee) to understand it better. This technique is theoretically supported by Vygotsky's Zone of Proximal Development (ZPD) hypothesis, which stresses social contact as a means of learning (Thurston & Topping, 2007). Peer tutoring is a teaching technique that involves cooperative in pairs and groups to exchange opinions and share work results such as writing (Prisila & Rufinus, 2024). Peer tutoring leverages student-to-student interactions to create a

more informal, active, and participatory learning environment than traditional teacher-centered instruction.

Explained by (Mursyida et al., 2024) that peer tutoring is learning that is done by classmates who have more ability to help their friends. Peer tutoring is implemented through group activities in which students who have completed the lesson provide support to peers who experience difficulties in comprehending the course content. That example, according to their teachers, some students have completed their education or possess greater aptitude than others. After that, these students receive training on how to support their peers' learning. This helps students who are struggling with the material. Their friends can explain it to them. Also, students use a language that is easier to understand.

In conclusion, peer tutoring is a technique of learning that provides benefits to tutors and tutees. Peer tutoring makes lessons easier because students explain ideas in relatable ways and share their experiences. It not only deepens understanding but also builds teamwork skills, making learning both effective and engaging. Additionally, it creates a positive learning atmosphere in the classroom where students are more comfortable asking questions and participating.

b. Procedure of peer tutoring

The steps in peer tutoring are the procedures used to apply the technique to get the best results. Following are the steps for using a peer tutoring according to (Hott & Walker, 2012):

1) Clearly state the goals of the tutoring program, mentioning both social and academic goals as needed.
2) Provide a list of goals in a readily measurable format. For instance:
3) "After 4 weeks of learning, no student obtained a score below 60 in the narrative text writing assignment".
4) Choose tutoring partners carefully. Students who are considered to have the ability to be tutor will be paired with less intelligent students as tutee. The teacher will consider this in selecting partners, whether the student is capable of being a tutor either in pairs or in groups.
5) The tutoring program's rules and procedures should be established. Procedures should outline the precise actions to be carried out, the resources to be utilized, and the times and dates of tutoring sessions.
6) Procedures should define the times and dates of tutoring sessions, the supplies to be used and the particular tasks to be carried out.

7) The subsequent step is to implement peer tutoring and to monitor it..
8) Finally provide a learning evaluation.

Apart from that, several journals also explain the procedures of peer tutoring, one of which is from (Habib, 2021):

1) The teacher formsmgroups consisting of three to four students with varying levels of ability. Each group includes at least one student who is good at tutoring.
2) The teacher explains the procedures for completing the task through group learning with peer tutoring methods, authority and responsibilities of each group member, and provides an explanation of the task assessment mechanism through peer assessment.
3) All students are given the course materials by the teacher, who also allows them to ask questions if anything is unclear.
4) The teacher gives students an assignment. If they have trouble with it, they can ask their friends for help. Some students are chosen to be tutors.
5) The teacher conducts competency evaluations and watches instructional activities.
6) Students, teachers, and tutors evaluate the learning process. This aids in their decision making.

Another perspective is suggested by (Flores et al., 2018):

1) Following the identification of students who excel academically, they are invited to a group meeting where they are given instructions and tasks to do if they are hired as tutors.
2) Then, they attend classes, take class notes, accompany and support students who need tutors during the training.
3) For confirmation of tutor pairs, students are given a list of possible tutor, this can make them interact to share ideas.

Of the three sources of procedures for peer tutoring, the researcher will use the one from hott&walker 2012, because it is easier to follow and the explanation is clearer. In conclusion, the procedure of peer tutoring are:

1) Initial planning, the goals and intended learning results are explained by teacher
2) Student selection and grouping.
3) Providing direction and explanation.
4) Implementing peer tutoring activities.
5) Monitoring and observation.
6) Evaluation and follow-up for the next steps in the learning program.

c. Advantages of peer tutoring

Peer tutoring has many advantages. In general as stated by (Al Kharusi, 2016) peer tutoring give advantages:

1) Enhances communication abilities.
2) Enhances organizing abilities.
3) Enhances education.
4) For tutors, the subject is understood at a deeper level as opposed to a surface level.
5) Enhances confidence and self-worth.
6) Offers emotional support and constructive role models.
7) Provides enrichment opportunities.
8) Promotes greater proficiency in academic abilities (reading, writing, speaking, and listening).
9) Enhances students' attitudes toward learning by lowering truancy and dropout rates.
10) Dismantles social barriers and forges new bonds with the tutors.
11) A feeling of achievement and pride at having aided another person.
12) A greater level of intellectual proficiency.
13) A stronger sense of commitment to their own education so they may successfully impart it to the students.
14) A greater sense of confidence, self-worth, and sufficiency as a result of being assigned as a tutor.

15) A fresh or heightened sense of accountability and understanding of the duties teachers have in imparting knowledge to students.
16) Compassion for students who could find studying considerably more difficult.

As was covered earlier in the study, peer tutoring has various benefits. The following are some key benefits of peer tutoring that significantly influence learning (Ali et al., 2015):

1) Providing students with the chance to engage with one another
2) Peer tutoring is a great way to address the issue of students not receiving one-on-one time from their teachers.
3) Both the tutor and the tutee can benefit from this since they can review and reinforce what they have already learnt.
4) Peer tutoring is an enjoyable learning experience that keeps peers from getting bored.
5) Peer tutoring has the effect of encouraging students or learners to feel more relaxed and open with their tutor.
6) Can develop communication skills in tutors and it also increases the tutor's confidence level.
7) Tutors should be responsible, dedicated, committed, and proud of their work.

Furthermore, it has been demonstrated that peer tutoring improves self-esteem, subject attitudes, discipline, social behavior, academic performance, peer connections, and school attendance

(Grubbs & Boes, 2009). The point is that students not only get a deeper comprehension of the material but also grow in their feeling of responsibility and social skills, which improves the learning environment and aids in the students' overall growth.

Researcher conclude that advantages of peer tutoring such as improved understanding both tutors and tutee, increased self confidence, improved social, communication skills, and effective in reducing academic gaps like lack of skills in reading, writing, speaking, and also listening.

3. Narrative Text

a. Definition narrative text

Writing that tells a tale is known as a narrative text. As said by (Sapitri et al., 2020) that narrative text presents events involving complex or problematic situations and seeks to provide explanations or solutions to these issues. Thus, a narrative text is defined as a story that typically tells "what happened," "who did what to whom," and "why." In addition to providing entertainment, narrative texts use storytelling to impart morals, lessons, or introspection.

Form on (Hasan & Sayid Wijaya, 2016) Narrative is one of the texts that serves to both entertain and narrate the truth or a fictional story or events that occurred followed by a series of occurrences during that time. Then, (Pasaribu et al., 2020) explains that the purpose of introducing a narrative text is to provide readers

with various forms of entertainment by using real or imagined experiences. Based on the several reasons given above, the researcher comes to the conclusion that a narrative text is a story that happened in the past, whether it is fiction intended to amuse the reader or a genuine experience.

b. Purpose of narrative text

The primary objective of narrative texts is to provide the reader with entertainment. Narrative texts aim to teach them about a topic that will help them think more deeply and express their feelings (Pardosi et al., 2019). This means that narrative text can invite readers who discuss the conflict in it until finds a resolution. Then, (Potale et al., 2025) said that narrative text serves to engage readers, provide lessons, and explore. This text the depths of readers experience through storytelling, drawing them into worlds both real and imagined.

The goal of a narrative is to entertain. It does this by keeping the reader or listener interested, sharing knowledge, and discussing moral and social values (Arigusman, 2018).

In conclusion, narrative texts serve several important functions, such as:

a. To entertain, engage the readers through storylines, emotions, and imagination.

b. To educate, give education for the readers like knowledge, cultural values and moral lessons.
c. To express perspective, it means engage the readers in communicate the author's idea, beliefs, and reflections on life.
d. To preserve culture, traditions, myths, and historical events.
e. To express emotions, create empathy, suspense, happiness and sadness through relevant characters.
f. To build creativity, engage the readers to imagine new worlds, perspectives and possibilities.

The conclusion drawn from the narrative text's goal are to keep readers interested and entertained through emotional and imaginative storylines, while also conveying educational values such as knowledge, culture, and moral lessons. Furthermore, narrative texts also serve as a means to express the author's perspective, preserve culture and history, and build empathy and creativity in readers by presenting relevant characters and conflicts.

c. Generic structure narrative text

The general narrative structure as follows (T. Mulyati, 2011) :

1) Orientation: outlining the setting and period as well as introducing the story's characters.
2) Complication: describing the existence of a problem that the main character must deal.

3) Resolution: showing how the main character resolves the problem, either for better or worse.

Next, related to Anderson (1997) in (Imrohatin et al., 2020) describe the five stages that go into creating narrative text:

1) Orientation

   Narrator informs the audience about events, time period, people, and setting of the story.

2) Intricacy

   Concerning anything that will start a series of events. One or more of the characters will be impacted by these incidents. The trigger is the complication.

3) The order of occurrences

   explains the characters' responses to the dilemma. Included are the character's emotions and actions. Either flashbacks or chronological order the order in which the events occur can be used to tell the story. The narrator's perspective is presented to the audience.

4) Resolution: The issue or difficulty has been fixed.

5) Coda

   A narrative structure that is optional. There is a moral or lesson to be learned from the story in this portion, which is the storyteller's coda.

Narrative text is characterized by a specific structure, which can be delineated as follows: orientation, complication, resolution, and code. Initially, the character's introduction is presented in the section designated as orientation. Secondly, complications are defined as the emergence of a crisis and the occurrence of an unexpected event. Thirdly, resolution is defined as the resolution of the crisis experienced by the character subsequent to the resolution of the complication. Finally, the code. The code is the closing of the story (Wahyuni et al., 2019). In brief, generic structure of narrative text includes orientation, complication, and resolution.

d. Language feature narrative text

Language features are elements of language used in a text to achieve its communicative purpose. Language features usually include style, sentence structure, word choice, and other linguistic devices that are typical for a particular type of text. In narrative texts, there are several language features as quoted by (Nugraha, 2020):

a. Action Verbs, a verb that expresses an action. This means that some are used with a direct object (a person or thing that receives the action from the subject). For example, "the animals chased the gingerbread together". The word chase is an action verb because it receives the action from the subject, which is the animal.

b. Dialogue

In writing narrative text, it would be good to include dialogue, to show the interaction or communication between characters in the story, so that the story feels more alive and interesting to read.

c. Direct and Indirect communication

In narrative text, there must be direct speech and indirect speech, as communication between the writer who tells the story to the reader, but also as communication between characters in the story.

d. descriptive language

Describe something in a story, such as describing people or characters, describing places, describing the shape of objects, or even describing events that occur in the story.

e. Simple past tense

Because narrative texts describe events that have already occurred, they must utilize the simple present tense.

f. time sequences, typically the author opens a story with a line such as "One day," "A long time ago," "Once upon a time," and so on.

Furthermore, based on a journal from (Novitri, 2021), posits the following linguistic elements are present in narrative texts:

a) Orientation, intricacy, and resolution are all part of the narrative structure.

b) Time-sequenced narratives discuss how the text order is determined by the sequence of events in the outside world.
c) The past tense is used in narrative, and the participants what they did and what occurred to them are the main focus.
d) Specific references are used in narrative.

Furthermore, (Muliani et al., 2019) identified five language features:

a) grammatical features are to be considered: nouns, pronouns, tenses, phrases, and any structural elements that provide support to the body of the story.
b) The second category is time connectives/conjunctions, which include words such as "one day," "after," and "before."
c) Adverbs modify verbs, while adverbial phrases, like "in the place" and "there," modify nouns.
d) The presence of action verbs, such as "walked" and "smiled," is indicative of the subject's engagement with the external world.
e) The past tense was employed, as indicated by the use of "she walked slowly."

In conclusion, language features in narrative text aim to convey the story clearly, interestingly, and in a structured manner, using appropriate linguistic elements such as action verbs, dialogue, description, and time sequence, it also uses the past tense, which helps us understand the story's past context.

B. Relevant Studies

This research has been previously researched in the field of peer tutoring. To strengthen this study, the researcher examined several previous studies relevant to the effect of peer tutoring on writing ability. The researcher will show research that is different from other research that has been conducted.

First, research was done by Ella Juliana (2017) with title “The Effect of Peer Tutoring Strategy on Students’ Writing Ability at Class X of Senior High School 1 Ix Koto Sungai Lasi”. The aim to find out if peer tutoring strategies can improve students' writing skills in class X at Senior High School 1 IX Koto Sungai Lasi. This research was experimental design. The design was a real experiment, with post-test only control. There were 91 students in class X, which was divided into four classes. Researcher used something called "cluster random sampling" to obtain the sample. This method looked at two classes. The researcher gave a test after the study and a writing test to collect the data. The results of the study showed that, on average, the experimental class scored 73.81, with a standard deviation of 9.16. The average score for the control class was 67.45, and the standard deviation was 7.26. We can say that the Peer Tutoring Strategy had a big impact on the students' writing skills in class X at Senior High School 1 IX Koto Sungai Lasi. English teachers should think about using peer tutoring to help their students improve their writing.

Second, the research conducted by Humair Akhtar, Muhammad Saeed Khan, and Saddaf Ayub (2019) conducted a study entitled “Peer Tutoring: An Effective Technique to Enhance Students’ English Writing Skills”. The aim of this study was to find out whether peer tutoring (PT) improves students' writing skills in English, especially in the English textbook used by Grade X students. To achieve this objective, the experimental pretest and posttest control group research design was employed. The study looked at 70 male and 58 female students. Each group had 35 male students in a peer tutoring group (PTG) and 35 male students in a non-peer tutoring group (NPTG). There were also 29 female students in a PTG and NPTG. All of these groups were matched before the intervention. The post was used to collect data from the students about their writing skills. The results showed that male PTG scored 16.376 points higher than NPTG (r = 0.860), and female PTG scored 12.183 points higher than NPTG (r = 0.813). It was decided that peer tutoring helps students enjoy writing more when they work together on writing activities.

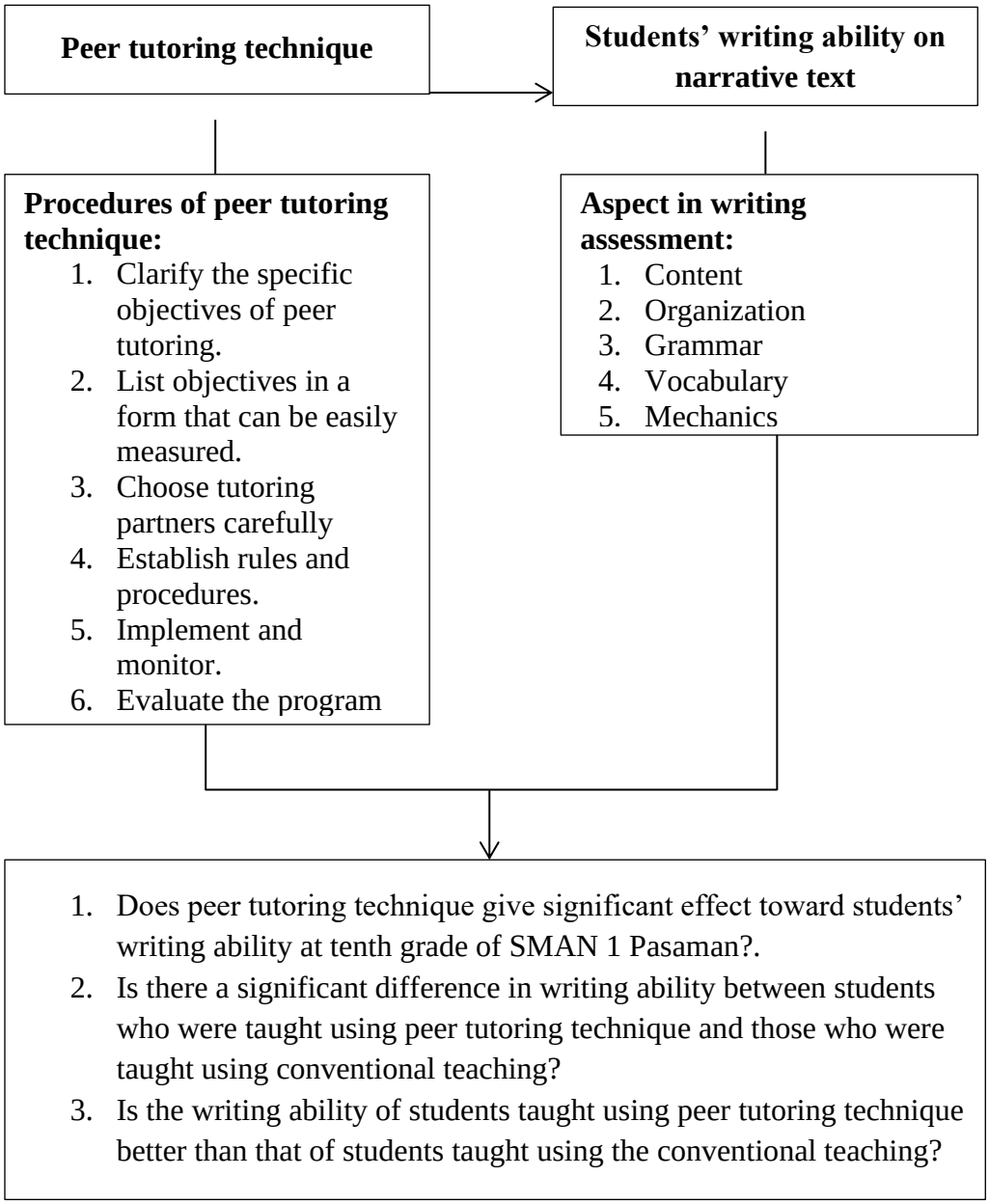
The last, this study by Sitti Rahma (2019) carry out a study entitled “The Use of Peer Tutoring in Academic Writing Class”. This study's goal is to ascertain the difficulties that instructors and students have when using peer tutoring. It was held at UIN Ar-Raniry Banda Aceh's English Language Education Department. This qualitative study looked at the potential applications of peer tutoring in writing instruction. The sample was chosen using a technique called purposeful sampling. Researcher's primary

methods for gathering data were interviews, questionnaires, and observation. The outcome demonstrated how beneficial and effective peer tutoring was when used in academic writing classes. According to the surveys and observations, students acknowledged that peer tutoring helps them write academically.

The studies that are relevant are similar to and different from the research conducted by the researcher. The two texts are similar because they both talk about how peer tutoring helps the students improve their writing ability. The distinction between two research studies lies in the scope of the problem addressed. In the initial study, the researchers confined their analysis to the recount text, whereas in the subsequent study, the researchers' research was focused on the narrative text. In the second study, this study focused on writing English books in general such as English course books and grammar, while the researchers' research focus on the text, namely narrative text. Next, the last relevant studies looked more closely at the problems teachers and students had using peer tutoring in writing classes. The researchers' work focused on the impact on students' writing skills. This research uses a qualitative approach, while the researcher's research will use quantitative.

C. Conceptual framework

The following is one way to develop the conceptual framework for this study:



Figures 2. 1 Conceptual Framework

To clarify the theories underlying the research inquiry, a conceptual framework is used. The purpose of this experimental study is to ascertain how peer tutoring techniques affect the writing ability of tenth grade SMAN

1 Pasaman students in narrative texts. Peer tutoring is a technique used in this study to help students become better writers. Procedures include defining the precise goals of peer tutoring, putting those goals in a measurable format, carefully selecting tutoring partners, establishing guidelines and protocols, carrying out and overseeing the program, and evaluating it are all part of the peer tutoring technique. The task given to students is to write narrative text with the aspects that will be assessed, namely content, organization, grammar, vocabulary and mechanics. The researcher observed this process to find out whether there was a significant effect and different in writing ability scores between students who were taught using peer tutoring technique and those who were not taught using peer tutoring technique at tenth grade of SMAN 1 Pasaman.

D. Hypothesis

1. **Ha_1:** There is significant effect of peer tutoring technique on students' writing ability at tenth grade of SMAN 1 Pasaman.
2. **Ho_1:** There is no significant effect of peer tutoring technique on students' writing ability at tenth grade of SMAN 1 Pasaman.
3. **Ha_2:** There is a significant difference in writing ability between students who were taught using peer tutoring technique and those who were taught using conventional teaching.
4. **Ho_2:** There is no significant difference in writing ability between students who are taught by using peer tutoring technique and those who are taught by using conventional teaching.

5. **Ha_3:** The writing ability of students taught using peer tutoring technique better than that of students taught using the conventional teaching.
6. **Ho_3:** The writing ability of students taught using peer tutoring technique not better than that of students taught using the conventional teaching.

CHAPTER III

RESEARCH METHOD

A. Type of Research

This study combined an experimental research method with a quantitative approach. The process of gathering, evaluating, interpreting, and summarizing study results is known as the quantitative approach (Creswell, 2014). In an experimental design, the researcher alters at least one independent variable while controlling for other relevant variables, and then compares two groups to see how it affects one or more dependent variables (Gay et al., 2012). There were two variables in this study, and the quantitative approach was suitable for examining how the independent variable (peer tutoring technique) impacted the dependent variable, which was the students' capacity to write narrative texts.

According to (Zubair, 2022), Pre experimental, true experimental, and quasi experimental are the three types of experimental research designs. Therefore, the researcher used a quasi experimental design. By comparing the outcomes of an experimental group that received the treatment and a control group that did not, this design enables researchers to evaluate cause and effect linkages methodically and impartial.

This research endeavors to ascertain the impact that diverse peer tutoring techniques have on students' writing ability for composing narratives. Through this design, it was expected that students can more easily develop ideas, compose storylines, and used appropriate language in

writing narrative texts. In addition, this study aims to increase the effect of this learning technique in increasing the quality of students' writing ability.

B. Setting of Research

The students at tenth grade of SMAN 1 Pasaman participated in this study. The school located in Jl. Ki Hajar Dewantara, Kec. Pasaman, Kabupaten Pasaman Barat, Sumatera Barat. The implementation time was adjusted to the school schedule for data collection. SMAN 1 Pasaman was chosen, because there ware problems found regarding writing in tenth grade and the school willing to participate.

C. Population and Sample

a. Population

The term 'population' describes a collection of individuals, objects, or things that are employed for sampling when they meet certain requirements related to the study question (Veronica et al., 2022). In quantitative research design, population and sample are two fundamental components that are closely interconnected. These elements are crucial in conducting research. Moreover, the population under consideration constitutes the entire group of research subjects that meet particular criteria, from which a subset is selected as the data source.

The study included four tenth grade students. The same teacher was teaching tenth grade classes with 142 students in total. The total number of students is displayed in the table below:

Table 3. 1 Total of Population

Class	Student
X E.3	**36**
X E.5	**36**
X E.9	**35**
X E.10	**35**
Total	**142**

Source: Data of tenth grade SMAN 1 Pasaman

b. Sample

A sample is a small part of a bigger group of people, and it can show what the whole group is like (Sugiyono, 2017). As a researcher, it is important to make sure that the sample taken accurately represents the whole group. The sample is reliable because the population is as described above, it is essential that the groups are both homogeneous and normally distributed. For this purpose, the researcher conducted normality and homogeneity tests using students' writing test scores, analyzed through SPSS version 27.

a) Normality test

The following procedures were observed in conducting the normality test:

1) Students' writing scores were organized according to their respective classes.
2) The data were subsequently entered into SPSS version 27, and the Kolmogorov Smirnov test was employed to assess the distribution of the scores..

3) Draw the conclusion that if the data's significance value is higher than (α) 5% (0.05), it indicates that the data is regularly distributed.

Table 3. 2 Normality Test of Sample

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Value	X E.3	,097	36	,200*	,972	36	,470
	X E.5	,143	36	,061	,958	36	,182
	X E.9	,113	35	,200*	,967	35	,366
	X E.10	,146	35	,057	,945	35	,082

As demonstrated in Table 3.2, because there were fewer than 50 samples, the Shapiro-Wilk method was used to perform the normality test. Results showed that class X E.3 (Sig.= 0.470), X E.5 (Sig.= 0.182), X E.9 (Sig.= 0.366), X E.10 (Sig.= 0.082). Thus, the data can be considered normally distributed, as the significance values were greater than 0.05 ($p > 0.05$).

b) Homogeneity Test

Homogeneity test aims to determine whether the population variances are equal or not. To conduct this test, researcher employed IBM SPSS Statistics 27 and applied the Levene's test.

The steps taken were as follows:

1) Students' mid-test scores were organized based on their respective classes.

2) The second step in the analysis involved the entry of the scores into SPSS version 27. Following this, the Levene's test was applied in order to evaluate the homogeneity of the variances.
3) A conclusion was derived from the significance value. The data are homogeneous, indicating that the population variances are equal, because this number is higher than the 5% significance level (0.05).

Table 3. 3 Homogeneity Test of Sample

		Levene Statistic	df1	df2	Sig.
Value	Based on Mean	,170	3	138	,917
	Based on Median	,092	3	138	,964
	Based on Median and with adjusted df	,092	3	132,164	,964
	Based on trimmed mean	,160	3	138	,923

As demonstrated in Table 3.3, The results of Levene's test demonstrated a significance value of 0.917 based on the mean, 0.964 based on the median, and 0.923 based on the trimmed mean. Given that each value exceeded the 0.05 significance level, the assumption of homogeneity of variance was met.

Cluster random sampling is the suitable sampling method for this quantitative investigation since the data are homogeneous and regularly distributed. Two classes were chosen at random from the population by the researcher using a lottery procedure.

Table 3. 4 Total of Sample

Class	Student
X E.3	**36**
X E.5	**36**
Total	**72**

D. Variables of Research

Variables of research are attributes of a person or organization that are measurable or observable and differ among the subjects of the study (Creswell, 2014). In this study, there are generally two main variables:

a. Dependent variable is the variable on which the independent variable depends. It symbolizes the result or impact brought about by the independent variable's influence. Other names for dependent variables are criteria, result, and effect variables.

b. Independent variable are those that impact, cause, or influence results. Other names for them include antecedent, predictor, altered, and treatment variables.

In an experimental investigation, a dependent variable is one that is thought to be influenced by or result from an independent variable (Gay et al., 2016). It means researchers want to see whether changes in the independent variable will cause changes in the dependent variable. Independent variables (X) and dependent variables (Y) are the two categories of variables used in this study.

X: Peer tutoring technique (independent variables)

Y: Students' writing ability (dependent variables)

E. Instrument and Technique of Data Collection

a. Instrument

The instrument is a valid and reliable tool for collecting research data (Soesana et al., 2023). A writing test is used in this study to assess students' writing both before and after treatment. The test is structured as a narrative writing assignment. The researcher will use a modified version of Brown (2007) analytical scoring rubric to evaluate students' writing. The rubric encompasses five primary components of writing:

1) Content (the relevance and completeness of ideas),
2) Organization (the logical flow, structure, and coherence of the text),
3) Grammar (the accuracy of grammar)
4) Vocabulary (the appropriateness and variety of words used),
5) Mechanics (the correct use of spelling, punctuation, and capitalization).

An assessment rubric that has been created and approved by subject teachers and language specialists is used to evaluate each component. The writing test is expected to provide accurate and comprehensive data on students' writing ability. This will enable us to measure the effect of the peer tutoring technique objectively.

b. Technique of Data Collection

The process by which researchers gather information pertinent to the study's goals is known as the data collection technique. This guarantees that the information gathered is accurate, trustworthy, and suitable for

analysis (Sugiyono, 2017). A narrative text writing test was employed as the data collection method in this study. Students' writing ability are assessed using this test both before and after the peer tutoring technique is put into practice. Pretest, treatment, and posttest are among the tests. The following steps are used to carry out the data collection procedure:

1) Pre-test: used to determine a student's initial proficiency level prior to treatment (prior to the application of the peer tutoring technique).
2) Treatment: Following the pre-test, peer tutoring technique were used to treat experimental group, while conventional teaching were used to instruct control group. The treatment were conducted over several sessions according to the lesson plan.
3) Post-test: Conducted after the treatment, after students participated in learning activities based on peer tutoring to determine improvements in writing ability.

The researcher utilized the same instrument a narrative text writing test for the pretest, treatment, and posttest.

F. Validity and Reliability of Instrument

a. Validity of instrument

Validity represents the accuracy of an instrument in measuring the intended variable or construct. Explained by (Sugiyono, 2017) that research findings will be considered authentic if there is a similarity between the data collected and the data that truly occurs in the item under study. This study employed content validity as its form of validity.

As posited by (Gay et al., 2012), The degree to which a test's questions accurately represent the material it is intended to assess is known as content validity. In the context of this study, content validity was choosen because writing ability is complex and must be measured through indicators that align with writing ability theory and the applicable curriculum. The content validity of this research ware assessed by three lectures from UIN Sjech M. Djamil Djambek Bukittinggi, namely Muthia Rahman, M.Pd, Leli Lismay, M.Pd, Ph.D, and Dr.Afdaleni, M.Pd, M.Pa.

Table 3. 5 Aikens'Vindeks Calculation

Item	Validator 1	Validator 2	Validator 3	Aikens' V	Ket
Question 1	4	4	4	1.00	Perfect Validity
Question 2	3	3	4	0.78	Moderate Validity
Question 3	3	4	4	0.89	High Validity
Question 4	4	3	3	0.78	Moderate Validity
Question 5	3	4	4	0.89	High Validity
Question 6	3	4	3	0.78	Moderate Validity
Question 7	3	3	4	0.78	Moderate Validity

The Aiken's Vindex calculation showed that the seven questions had content validity values ranging from 0.78 to 1.00. Three items scored 0.80 or higher, which means they are considered to have high validity and perfect validity. The other four items were in the moderate validity category, which has a value of 0.78. These results demonstrate that the instrument is generally an effective method of data collection. To improve the instrument even further, the moderately scored item might be modified.

b. Reliability of instrument

Reliability indicates how consistently an instrument measures a variable when it is used multiple times in the same circumstances. The occurrence of a high degree of similarity between test results administered to students within a brief interval is indicative of the reliability of the assessment instrument (Gay et al., 2016). Researchers used inter-rater reliability to make sure the writing test was reliable.

Inter-rater reliability is the degree of agreement between two or more raters on the evaluation (Cohen et al., 2007). Three raters assessed students' writing using the same scoring rubric. The assessment results from 3 raters were calculated using Intraclass Correlation Coefficient. ICC is a statistical index that indicates the level of consistency or agreement between raters when they assess the same thing (Landers, 2015). Following are the steps to use ICC:

1) Open SPSS software.
2) Look at the scale, then check the reliability analysis.
3) Select Statistics
4) Check “Intraclass correlation coefficient”
5) Model: Two way random
6) Type: Absolute agreement
7) Click OK
8) Interpret output with result of avarage measures and sig., criteria from (Koo & Li, 2016):

- A coefficient below 0.50 reflects low reliability.
- A coefficient between 0.50 and 0.75 indicates moderate reliability.
- A coefficient ranging from 0.75 to 0.90 shows good reliability.
- A coefficient above 0.90 demonstrates excellent reliability.

Table 3. 6 Reliability Test

		95% Confidence Interval		F Test with True Value 0			
	Intraclass Correlation[b]	Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	,888[a]	,810	,939	26,800	33	66	,001
Average Measures	,960	,928	,979	26,800	33	66	,001

According to Table 3.6, intraclass correlation coefficient value was an average of 0.960, with a significance level of $p < 0.001$. This shows that the three raters were very reliable. This indicates that the tool can evaluate students' ability to write narrative texts because it has strong internal consistency. The data from the student responses can be trusted if the instrument is dependable.

G. Technique of Data Analysis

The data analysis methods for this study will make use of both descriptive and inferential statistics. Descriptive analysis is used to ascertain the general picture of the pretest and posttest results. This includes the average value, median, mode, and standard deviation of each group. Inferential analysis is used to test research hyphotesis (Sugiyono, 2017).

Researchers use two types of t-tests to test hypotheses: the paired sample t-test and the independent sample t-test (Gay et al., 2012). The analysis was done using statistical software such as SPSS. This helps make the results more accurate and easier to understand.

1) Assumption Tests

Verifying that the data adheres to parametric statistics' presumptions is crucial before running the t-test. This entails conducting both a homogeneity and a normality test.

a) Normality test, this test determines whether the data is spread normally. Because the sample size is smaller than 50, researchers will employ the Shapiro-wilk test to determine if the pre- and post-test scores of students in the experimental and control groups are normal. If the P-value is higher than 0.05, the data is regularly distributed and the normality criterion is met.

b) Homogeneity test, the goal of this test is to see if the two groups the experimental and the control group are the same. The researcher will use a test called Levene's Test to see if the variances are equal. In the event that the value is found to be greater than 0.05, it can be deduced that the data possess equal variances and meet the assumption of homogeneity.

2) T-test

A t-test was used to assess the study hypothesis, making sure that all presumptions were satisfied before the analysis was carried out.

a) The first hypothesis is tested using the paired sample t-test. The purpose of this parametric statistical test is to ascertain whether the means of two related groups differ significantly from one another. The following describes how to use SPSS to do a paired sample t-test:

   1) Launched SPSS and entered the experimental group's pretest and posttest results into two distinct columns.
   2) Under Analyze > Compare Means, choose the Paired-Samples T-test.
   3) Placed the variables from the pre-test and post-test in the "Paired Variables" box.
   4) Pressed the OK button.
   5) Examined the results, paying particular attention to the significant value (Sig. 2-tailed). The effect was deemed significant if it was less than 0.05.

b) Independent sample t-test, the second hyphotesis will be tested using it. To ascertain if the means of two independent samples differ significantly, A parametric significance test is the independent sample t-test. Here's how to do an independent sample t-test in SPSS:

1) Entered the posttest scores into one column, created a second column for the group (labeled as 1 = experimental, 2 = control).
2) Select "Compare Means," "Analyze," and finally "Independent-Samples T Test."
3) Placed the variable for test scores in the "Test Variable" box.
4) Created groups (such as 1 and 2) and moved the group variable to the "Grouping Variable" box.
5) Clicked OK.
6) Verified the output's significance value. A significant difference was present if the two-tailed Sig. was less than 0.05.

c) Gain Score Analysis, This test will be use to the third hyphotesis. Using gain score analysis to measure student writing improvement more accurately, this analysis examines the extent of change throughout the entire test. In addition to evaluating students' final grades, researchers can examine how peer tutoring and traditional instruction affect students' learning outcomes. To calculate the Gain Score are:

    1) Before and after the test, find the mean scores for the experimental and control groups.
    2) Subtract the pretest mean from the post-test mean to get the gain score for each group.
    3) Analyze and compare the gain scores of the experimental and control groups.

4) Ha was accepted and Ho was denied if the experimental class demonstrated a higher degree of development.

In conclusion, the independent sample t-test is employed to ascertain whether the two groups differ significantly from one another. In the meantime, the impact of traditional instruction and peer tutoring on the development of students' writing ability is assessed using gain score analysis. The impact of the peer tutoring technique on students' writing ability within a single group is also investigated using the paired sample t-test.

CHAPTER IV

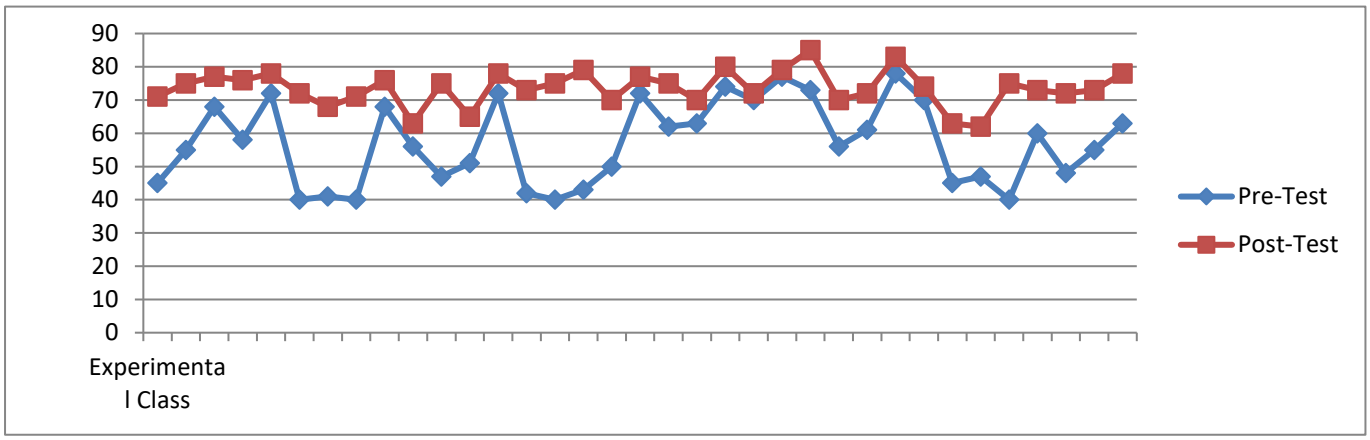
FINDINGS AND DISCUSSION

A. Data Description

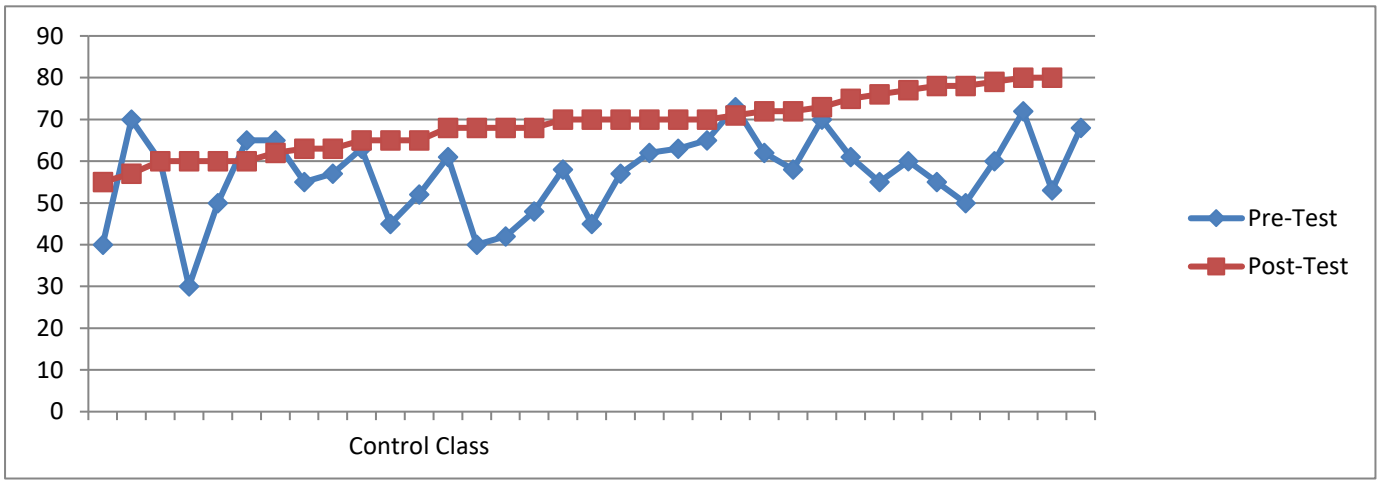
For this study, the researcher gathered writing ability scores from SMAN 1 Pasaman students in the tenth grade. A pretest administered at the beginning of the trial and a posttest administered to both classes after treatment yielded these results. The researcher used these scores to assess how the peer tutoring technique impacted the students' narrative text writing ability. The researcher gathered data from the 72 tenth graders at SMAN 1 Pasaman who comprised the research sample.

The sample consisted of Class X E.3, which included 36 students as the experimental group, and Class X E.5, which also included 36 students as the control group. A thorough exposition of the aforementioned classes is provided below. To assess the students' writing proficiency, a pre-test was administered to both groups. Subsequent to this, the experimental group was administered the peer tutoring treatment, while the control group received conventional instruction. The experimental class completed the pre-test on October 20, 2025, while the control class concluded the pretest on October 30, 2025. The posttest was administered on November 17, 2025, for the experimental group and on November 20, 2025, for the control group.

In the following figures, the pretest and posttest scores of the experimental and control groups are illustrated:



Figures 4. 2 Comparison Writing Scores (Pretest-Postest) of Experimental Class



Figures 4. 1 Comparison Writing Scores (Pretest-Postest) of Control Class

The pretest and posttest results for both groups demonstrate that the experimental class improved more significantly than the control class, as seen in Figures 4.1 and 4.2. In general, the experimental group's posttest results were higher, indicating better learning achievement and more stable than pre-test scores, indicating an increase in student abilities after being

given the treatment. Meanwhile, in the control class, the increase in post-test scores was relatively small and did not show a significant change compared to the pre-test scores. Thus, the peer tutoring technique applied applied to the experimental class proved more effective in improving student learning outcomes compared to conventional teaching in the control class.

B. Asumption Testing/Test of Analysis Requirements

There were two classes in this study: experimental class (X E.3) and control class (X E.5). Since the data complied with the normality and homogeneity standards, both groups were regarded as equal at the beginning of the study.

a) Testing the normality of the data.

To examine whether the data in this study had a normal distribution and whether the two classes were homogeneous, the researcher used SPSS 27 software.

1) The post-test findings for the experimental class (X E.3) and control class (X E.5) were subjected to a normality test. The following table displays the results of the normality test:

Table 4. 1 Normality Test of Post-test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
PosttestExperimental	,092	36	,200*	,975	36	,561
PosttestControl	,110	36	,200*	,967	36	,338

Experimental class (X E.3) and control (X E.5) are both normally distributed, according to the normality test results. This is evidenced by the higher than 0.05 significance values observed in both classes. Experimental class obtained a significance value of 0.561, whereas the control class obtained 0.338. Consequently, the data in both classes is considered to be normally distributed.

b) Testing the homogeneity of the data.

The researcher then used IBM SPSS 27 statistics to examine the homogeneity of the data from experimental class (X E.3) and control class (X E.5). Below are the posttest findings for the experimental and control groups:

1) The posttest homogeneity test for the experimental and control classes is illustrated below:

Table 4. 2 Homogeneity Test of Post-test

Levene Statistic	df1	df2	Sig.
3.910	1	70	.052

As illustrated to Table 4.2, the value is greater than 0.05, specifically 0.052, which shows statistical significance at the 0.05 level. Therefore, it can be concluded that the data indicate is homogeneous.

C. Result of Hypothesis Testing

The researcher tested the study's hypothesis after analyzing the data's homogeneity and normality in the experimental and control groups. Three hypotheses are put forth in this study and are outlined as follows:

a) First Hypothesis

Ha: There is significant effect of peer tutoring technique on students' writing ability at tenth grade of SMAN 1 Pasaman.

Ho: There is no significant effect of peer tutoring technique on students' writing ability at tenth grade of SMAN 1 Pasaman.

To determine whether the hypothesis was accepted or rejected, the researcher employed the paired sample T-test. The hypothesis is accepted if the sig (2-tailed) value is less than 0.05 and rejected if it is more than 0.05.

Table 4. 3 Paired Sample T-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	57,19	36	12,259	2,043
	Posttest	73,42	36	5,288	,881

After that, the researcher examined the experimental class's pretest and posttest results (X E.3) and found that the post-test mean score was higher at 73.42 than the pre-test mean score of 57.19. The discrepancy between the two scores is 16.23 points, indicating an approximate improvement of 28%. The results indicate that teaching writing using the peer tutoring technique has a beneficial impact, even though the increase is not high significant. The result confirms

that students' writing ability, especially in narrative texts, increases when this technique is implemented.

Table 4. 4 Paired Differences

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pretest - Posttest	-16,222	10,346	1,724	-19,723	-12,722	-9,408	35	,000

Based on table 4.4, the researcher finds that the significance score (2-tailed) in the first hypothesis test is 0.000, which is lower than 0.05. This finding shows that the peer tutoring technique has a significant effect on tenth-grade students' narrative writing ability at SMAN 1 Pasaman. Therefore, Ha is accepted, while H_0 is rejected

b) Second hypothesis

Ha: There is a significant difference in writing ability between students who were taught using peer tutoring technique and those who were taught using conventional teaching.

Ho: There is no a significant difference in writing ability between students who were taught using peer tutoring technique and those who were taught using conventional teaching.

Table 4. 5 Independent Sample T-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest	Equal variances assumed	3,910	,052	3,274	70	,002	4,889	1,493	1,911	7,867
	Equal variances not assumed			3,274	64,103	,002	4,889	1,493	1,906	7,872

As indicated by the results presented in Table 4.5, the researcher determined that the two-tailed a significance value of 0.002 lower than 0.05, the second hypothesis test confirms a significant difference in students' writing ability between those taught through peer tutoring and those taught using traditional teaching technique. Experimental class outperforms the other group by an average of 4.889 points. Consequently, the results lead to the acceptance of Ha and the rejection of H_0.

c) Third Hypothesis

Ha: The writing ability of students taught using peer tutoring technique better than that of students taught using the conventional teaching.

Ho: The writing ability of students taught using peer tutoring technique not better than that of students taught using the conventional teaching.

Table 4. 6 Comparison of Mean Gain Scores Pre-test and Post-test

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Gain	Experimental	36	16,2222	10,34577	1,72429
	Control	36	11,7222	6,69589	1,11598

As demonstrated in Table 4.6, an analysis of the mean gain scores reveals a statistically significant discrepancy between experimental class and control class. The experimental class demonstrates higher test results in comparison to the control class. As demonstrated by the mean gain score pre-test and post-test of the experimental class (16.22) and the mean gain score pre-test and post-test of the control class (11.72), it can be concluded that the former class demonstrated a higher level of success than the latter. The findings of the study demonstrated that students who had been instructed in the utilisation of peer tutoring techniques exhibited superior performance in comparison to those who had not received

such instruction. Consequently, the researcher concludes that the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected.

D. Discussion

The goal of this study was to find out how peer tutoring affects the narrative text writing ability of tenth grade students at SMAN 1 Pasaman. The study's conclusions show that students' writing ability improved as a result of the peer tutoring technique. Both descriptive and inferential statistical studies were used to arrive at these conclusions. Descriptive statistics showed that the experimental class's writing ability significantly improved, as seen by the mean score rising from 57.19 in the pretest to 73.42 in the posttest, resulting in a 16.23 point difference. This difference indicates that peer tutoring can improve students' writing ability. This finding aligns with the findings of the study conducted by Ella Juliana (2017), which confirmed that the implementation of peer tutoring positively to the writing ability of students at tenth grade. Research indicates that peer tutoring is effective because it actively engages students in the learning process.

One of the factor in this improvement is that peer tutoring encourages students to discuss verb usage, sentence structure, and writing fluency. This process gives them a sense of responsibility for their learning. Humair Akhtar et al. (2019) also found that use of peer tutoring encourages students to engage in discussion, brainstorming, and collaboration, resulting in more development of writing ideas and more active thinking.

These results were further supported by the statistical analysis. The paired sample t-test yielded a significant result of 0.000 in experimental class, which is less than the significance level of 0.05. This result shows that there was a substantial difference in the writing abilities of the students before and after they received peer tutoring. An independent sample t-test revealed that there was a statistically significant difference between the experimental and control groups. The mean performance of the experimental class was 4.889 points higher than that of control group. These findings show that students who were taught writing ability through peer tutoring technique significantly better than those who learned through conventional technique. Therefore, the statistical evidence clearly supports the effect of peer tutoring as a teaching technqinue for writing ability.

This finding is similar with Novianti et al. (2024), who stated that students can think critically about their writing by using the RAFT (Role, Audience, Format, Topic) writing style. With the use of RAFT, students are able to consider their roles, the audiences they will write for, the many forms they may employ, and the subjects under consideration. Similarly, peer tutoring technique also enables students to practice writing more actively and critically through interaction such as think about ideas, verb usage, and generic structure. The consistency between these findings suggests that peer tutoring technique can effectively support students' writing ability on narrative text.

Furthermore, through peer tutoring, students had more opportunities to discuss ideas, exchange feedback, and correct each other's mistakes in writing narrative texts. This learning environment helped students to better understand the ideas to write, structure, language features, and content of narrative texts. Sitti Rahma (2019) explained that peer tutoring helps students with the technical parts of writing and also helps them work together and feel more confident in their English writing.

The study's findings align with previous research, it implies that peer tutoring is a useful teaching technique for improving students' writing ability. Peer tutoring facilitated an exchange of ideas, the provision of feedback, and collaborative learning among students, which helped them develop better understanding of narrative structure, language features, and content organization. This finding is line with Falchikov (2001), who states that peer tutoring can improve students' writing ability. This result supports the idea that peer tutoring helps students learn better by being active participants in the learning process. Therefore, it can be concluded that peer tutoring is an effective way to improve students' writing ability in narrative writing at the tenth grade of SMAN 1 Pasaman.

E. Limitation of Research

To understand the topic fully, it is important to know the study's limitations. First, the study only included tenth grade students at SMAN 1 Pasaman. Because of this, we cannot say that the results of this study apply to students in different grades or schools. Second, this study only looked at how well students could write stories. This study did not include other types of writing, like recounts or descriptive texts. More research is needed to see how peer tutoring affects different types of writing. Third, the research was short. The treatment was short, so it may not show the full impact of peer tutoring on students' writing ability over time. Fourth, the evaluation of students' writing ability relied on scoring rubrics and raters' judgments, which may be subjective, even though efforts were made to reduce bias.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTIONS

A. Conclusion

With reference to the discussion and data analysis presented in the preceding chapter, the following conclusions can be derived from this research study:

Peer tutoring in writing has a significant impact on tenth grade students' ability to write narrative text at SMAN 1 Pasaman. This technique encouraged students to actively participate in their writing by fusing cooperative learning with guided writing. Through peer tutoring technique, students were given oppurtunities to discuss ideas, share knowledge, provide corrections, and support each other during the writing process, which helps them improve their ideas more clearly, structure their narrative more effectively, and translate their thoughts into coherent written texts.

There is a difference in how well students can write stories when they are taught using peer tutoring compared to the more traditional way. In this study, the experimental group did better than the control group. This finding proves that peer tutoring technique helps students develop and express their ideas, problems in distinguishing tenses, low their participation during the learning process and low writing scores which were mostly below the minimum mastery criterion more effectively in writing narrative text compared to traditional teaching approaches.

Students who were taught using the peer tutoring technique learned more than those taught using the conventional teaching technique. Although both groups experinecd progress in their writing ability, the learning gains of the experimental class were more substantial. This finding suggests that the implementation of peer tutoring techniques not only enhances students' writing abilities but also fosters a more active and meaningful learning environment.

B. Implication

The results of this research have several important points for teaching and learning English. In theory, this study shows that cooperative learning, especially peer tutoring, can improve students' writing ability by getting them to take part, interact with each other and support each other.

Practically, the results imply that English teachers are encouraged to apply peer tutoring technique as an alternate technique of instruction when teaching writing, particularly narrative texts. Through peer tutoring, students can learn not only from the teacher but also from their peers, which may increase their motivation and confidence in writing. Furthermore, this technique assists educators in creating a classroom atmosphere that is more focused on the needs of the students.

For schools, applying the peer tutoring technique can help enhance students’ writing ability and encourage the development of cooperative learning behaviors.

C. Suggestions

Considering the findings of this research, it has been clearly shown that the effect of peer tutoring technique significantly enhances students' writing ability on narrative test at tenth grade of SMAN 1 Pasaman. Regarding the results, the researcher suggests the following:

a. English teachers should try peer tutoring as an alternative technique for teaching writing, particularly narrative texts. This technique allows students to actively cooperative, share ideas, and provide feedback to their peers, which can help improve their writing organization, language use, and confidence in expressing ideas. It is further recommended that teachers implement peer tutoring techniques in addition to narrative writing. This technique can be adapted for use in a variety of contexts, including different genres of writing and various levels of English language proficiency, such as reading, speaking, and listening.

b. Students are advised to continue using peer tutoring technique outside the classroom. By practicing writing narrative texts with their peers, students can improve their writing ability and become more confident in using english.

c. For future researchers, it is recommended to explore peer tutoring in different English skills, like reading, speaking, and listening, as well as in different types of texts. Research in different schools and grades may help us understand this better and use it more.

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APPENDICES

Appendix 1

Observation Results

School: SMAN 1 Pasaman

Class: X E3, E5, E9, E10

Date: Monday, Juli 21 – Thursday, Agustus 04, 2025

Duration: 90 minutes per session

A. Introduction

This observation was conducted to analyze the English learning process on writing ability with the topic of Narrative Text in grade X E3, E5, E9, E10 at SMAN 1 Pasaman. The teacher's ability to effectively teach the content, assign tasks, and assess the students' comprehension and completion of the writing assignment were the most crucial factors

B. Observation Results

In class X E3 (Monday, 08.30), the teacher began with greetings and attendance, a brief overview of narrative text follows. As an evaluation, students were then required to compose a text on "Personal Experience." During the task, many students asked about vocabulary and sentence structure. By the end of the session, only four students managed to complete three paragraphs.

In class X E5 (Thursday, 11.30), The teacher greeted the students, checked that everyone was there, and went over the material by asking questions. After some students replied, the teacher gave more information. A three-paragraph narrative text (orientation, complexity, resolution) was required of the students. Many students struggled to decide what to write about, some asked about verb usage, and others relied on dictionaries. All assignments were submitted at the end.

In class X E9 (Friday, 09.00), the teacher once again reviewed the material and asked students to write a “Personal Experience” text. Several

students asked about vocabulary during the process. When the assignments were collected, it was noted that some students had written longer texts.

In class X E10 (Saturday, 11.30), the teacher started as usual and assigned students to write a Narrative Text. Due to other obligations, the class was left under the researcher's supervision. During the writing process, many students asked how to construct the text, so the researcher explained again. Every student turned in their assignments at the conclusion of the lesson.

C. Conclusion

The observation indicates that students still require guidance in writing Narrative Texts, particularly with ideas to write, vocabulary, tenses, different verb and sentence structure. However, some students can write the text according to instructions. Students still need more intensive guidance, so that their writing ability can develop further.

English teacher,



Nosrisna, S.Pd, MM

NIP.197601132005012004

Researcher,



Yolanda Apri Zenna

NIM.2321083

Appendix 2

Interviews

Interview with teacher (Miss Nosrisna)

Transcript 1

Ola: Appreciate you agreeing to the interview, Miss. First of all, Miss**,** what do you think about the students' writing ability on tenth grade, miss?

Miss Nosrisna: Okay, my personal opinion about writing ability on tenth grade is still standard. A lot of students scored below the minimum level.

Ola: Alright miss, regarding the problem of writing, what are the students problems in writing, miss?

Miss Nosrisna: Regarding students' problems in writing English texts, it seems that many of them still have trouble understanding the text's structure and what they are supposed to write. I also think that laziness in reading can affects what they will write.

Ola: What do you think, miss, if this peer tutoring is implemented in class?

Miss Nosrisna: I think it will be effective, because students will help each other. But, it also depends on the student's interest in learning.

Interview with students

Transcript 1

Ola: Do you enjoy learning English, especially writing in English?

Alya: Yes, i like it, even though sometimes i do not understand.

Ola: What challenges do you experience when writing in English?

Alya: Differences in writing verbs 1, 2, 3.

Ola: Have you ever felt bored while studying English? If yes, why?

Alya: I never felt bored

Ola: Do you prefer to learn English individually or in a group?

Alya: I like studying in groups, so i can discuss with friends ask them about grammar, tenses.

Transcript 2

Ola: Do you like learning English, especially writing in English?

Sabina: Yes, i like it.

Ola: What challenges do you experience when writing in English?

Sabina: Vocabulary and tenses that i don't memorize.

Ola: Have you ever felt bored while studying English? If yes, why?

Sabina: Sometimes i felt bored, depending on how the teacher teaches.

Ola: Do you prefer to learn English individually or in a group?

Sabina: Yes, I enjoy studying in groups because i can talk to my friends about it. and ask them questions that i don't know the answers to.

Transcript 3

Ola: Do you enjoy learning English, especially writing in English?

Zaskia: Yes, i like writing.

Ola: What challenges do you experience when writing in English?

Zaskia: Sometimes i have difficulty in constructing correct sentences, i have to think twice to construct them according to the structure or tense.

Ola: Have you ever felt bored while studying English? If yes, why?

Zaskia: Sometimes i felt bored, it because the learning technique, if there are study while watching or discussing, it will definitely be more fun.

Ola: Do you prefer to learn English individually or in a group?

Zaskia: I like both, if individuals can be more focused, while groups will be fun if learn about writing and speaking, so i can exchange ideas.

Transcript 4

Ola: Do you like learning English, especially writing in English?

Kanza: No, i don't like it.

Ola: What challenges do you experience when writing in English?

Kanza: I find it difficult to spelling, vocabulary, sentence structure.

Ola: Have you ever felt bored while studying English? If yes, why?

Kanza: Yes, i often feel bored because it is difficult to understand**.**

Ola: Do you prefer to learn English individually or in a group?

Kanza: Yes, i like studying in groups, because my friend can help me understand the material and explain it to me briefly.

Appendix 3

Research Guidelines

Tittle : The effect of peer tutoring technique toward students' writing ability on narrative text at tenth grade of sman 1 pasaman

Instrument : Writing test narrative text

Instruction : Write a narrative text essay about fable !

Variable	Indicators	Description	Item number
Writing ability	Content *(Brown, 2007)*	▪ Relevance of ideas to the narrative topic	1
	Organization *(Brown, 2007)*	▪ Logical sequence of orientation, complication and resolution ▪ Cohesion and coherence	
	Grammar *(Brown, 2007)*	▪ Grammar correctness ▪ Correct use of past tense	
	Vocabulary *(Brown, 2007)*	▪ Appropriateness of word choice for narrative writing ▪ Accuracy in dictation	
	Mechanics *(Brown, 2007)*	▪ Correct spelling, punctuation, capitalization	

Adapted from *(Brown, 2007)*

Appendix 4

Lesson plan of experimental class

1. GENERAL INFORMATION

A. Module Identity

Author	: Yolanda Apri Zenna
School	: SMAN 1 Pasaman
Academic Year	: 2025/2026
Level	: Senior high school
Grade	: X (Phase E)
Subject	: English
Topic	: Narrative text
Allocation time	: 60 minutes
Teaching Technique	: Peer tutoring

B. Initial Competence

- Students are able to recognize the basic structure of a text.
- Students have experience reading or listening to stories in Indonesian, which can serve as a bridge to understanding narrative texts in English.

C. Pancasila Student Profile

- Global diversity: learning about folk tales or legends from various countries.
- Cooperate: working together in groups to understand stories.
- Creative: rewriting or creating stories using their imaginations.
- Critical reasoning: analyzing the message, characters, and plot.
- Independent: practicing reading aloud or retelling stories without relying on a teacher.

D. Facilities and Infrastructure

- Facilities: HP/laptop, projector, speakers.
- Infrastructure : classroom, whiteboard, internet connection.
- Materials: English textbooks, worksheet, dictionary.

E. Students' Characteristics

- Regular: Requires intensive guidance from a teacher to understand the text.
- Intermediate: Understands the basic structure of narrative text (orientation, complication, resolution).
- High (Advanced): Can critically analyze characters, plot, and moral messages and rewrite the story in their own style or create a new story.

2. CORE COMPONENTS

A. Learning Objectives

After finishing this lesson, students should be able to:

- Point out how a story is put together (orientation, complication, resolution).
- Try to understand the most important words in the story.
- Sum up the story's moral.
- Read simple narrative texts with appropriate intonation.
- Write or rewrite a short narrative story in their own words.

B. Meaningful Understanding

- Stories are not just entertainment, but also a medium for learning moral and cultural values.
- Narrative texts help students develop their imagination, creativity, and language skills.
- By understanding narrative texts, students can connect stories from other cultures with local stories and learn valuable lessons.
- Learning narrative texts builds students' confidence when telling stories or reading aloud in front of others.

C. Guiding Questions

- What makes a story interesting to read or listen to?
- Why do almost all stories have a beginning, a problem, and a resolution?
- What moral message can we take from a story?
- Why is it important to study narrative text in English?

MEETING 1 – Pretest

Learning Activities

1. **Introduction (5')**: Teacher greets, checks attendance
2. **Main (50')**:
    1) Teacher explain the purpose of the meeting, which is to conduct a pretest on writing a narrative text
    2) Teacher explains explains the pretest guidelines
    3) Teacher hands out the pretest worksheet
    4) Teacher provides a brief explanation of the writing directions.
    5) Based on the chosen topic, students are required to compose a narrative text
3. **Closing (5')**: Teacher gives feedback
4. **Assessment**: Worksheet results

MEETING 2

Learning Activities

1. **Introduction (5')**: Greeting, attendance, reviews previous meeting
2. **Main (50')**:
    1) Teacher clarify the specific objectives of peer tutoring and list objectives
    2) Teacher divided students into several group and choose tutoring partners carefully
    3) Teachers should set up rules and processes for peer tutoring
    4) Implement and monitor (Discuss about narrative text and teacher give a writing task with the selected topic)
    5) Evaluate the program
3. **Closing (5')**: Teacher provides feedback
4. **Assessment**: Worksheet results

MEETING 3

Learning Activities

1. **Introduction (5')**: Teacher greets, attendance, reviews previous meeting
2. **Main (50')**:
    1) Teacher clarify the specific objectives of peer tutoring and list objectives
    2) Teacher ask students sit in the group based on previous meeting

3) Teacher establish rules and procedures peer tutoring
4) Implement and monitor (Discuss about previous meeting and teacher give a writing task with topic the selected topic)
5) Evaluate the program

3. **Closing (5')**: Teacher provides evaluation in the form of feedback
4. **Assessment:** Worksheet results

MEETING 4 – Posttest

Learning Activities

1. **Introduction (5'):** Teacher greets, checks attendance
2. **Main (50'):**
   1) Teacher explain the purpose of the meeting, which is to conduct a posttest on writing a narrative text
   2) Teacher explains explains the pretest guidelines
   3) Teacher hands out the pretest worksheet
   4) Teacher provides a brief explanation of the writing directions.
   5) Based on the chosen topic, students are required to compose a narrative text
3. **Closing (5'):** Teacher gives feedback
4. **Assessment:** Worksheet results

Bukittinggi, 16 oktober 2025
English teacher,

Yolanda Apri Zenna
2321083

Appendix 5

Lesson plan of control class

1. GENERAL INFORMATION

A. Module Identity

Author	: Yolanda Apri Zenna
School	: SMAN 1 Pasaman
Academic Year	: 2025/2026
Level	: Senior high school
Grade	: X (Phase E)
Subject	: English
Topic	: Narrative text
Allocation time	: 60 minutes
Teaching Technique	: Conventional

B. Initial Competence

- Students are able to recognize the basic structure of a text.
- Students have experience reading or listening to stories in Indonesian, which can serve as a bridge to understanding narrative texts in English.

C. Pancasila Student Profile

- Global diversity: learning about folk tales or legends from various countries.
- Cooperate: working together in groups to understand stories.
- Creative: rewriting or creating stories using their imaginations.
- Critical reasoning: analyzing the message, characters, and plot.
- Independent: practicing reading aloud or retelling stories without relying on a teacher.

D. Facilities and Infrastructure

- Facilities: HP/laptop, projector, speakers.
- Infrastructure : classroom, whiteboard, internet connection.
- Materials: English textbooks, worksheet, dictionary.

E. Students' Characteristics

- Regular: Requires intensive guidance from a teacher to understand the text.
- Intermediate: Understands the basic structure of narrative text (orientation, complication, resolution).
- High (Advanced): Can critically analyze characters, plot, and moral messages and rewrite the story in their own style or create a new story.

2. CORE COMPONENTS

A. Learning Objectives

After finishing this lesson, students should be able to:

- Point out how a story is put together (orientation, complication, resolution).
- Try to understand the most important words in the story.
- Sum up the story's moral.
- Read simple narrative texts with appropriate intonation.
- Write or rewrite a short narrative story in their own words.

B. Meaningful Understanding

- Stories are not just entertainment, but also a medium for learning moral and cultural values.
- Narrative texts help students develop their imagination, creativity, and language skills.
- By understanding narrative texts, students can connect stories from other cultures with local stories and learn valuable lessons.
- Learning narrative texts builds students' confidence when telling stories or reading aloud in front of others.

C. Guiding Questions

- What makes a story interesting to read or listen to?
- Why do almost all stories have a beginning, a problem, and a resolution?
- What moral message can we take from a story?

MEETING 1 – Pretest

Learning Activities

1. **Introduction (5')**: Teacher greets, checks attendance
2. **Main (50')**:
    1) Teacher explain the purpose of the meeting, which is to conduct a pretest on writing a narrative text
    2) Teacher explains explains the pretest guidelines
    3) Teacher hands out the pretest worksheet
    4) Teacher provides a brief explanation of the writing directions.
    5) Based on the chosen topic, students are required to compose a narrative text
3. **Closing (5')**: Teacher gives feedback
4. **Assessment**: Worksheet results

MEETING 2

Learning Activities

1. **Introduction (5')**: Teacher greets, checks attendance, explains the purpose of the lesson
2. **Main (50')**:
    1) Teacher show to students a narrative text in text book and then asks students to read it
    2) The teacher queries the class on the subject matter of the text
    3) The teacher defines narrative text, how it is usually structured, and the features of its language
    4) The teacher requests that the students compose an outline for a narrative on the assigned subject
    5) Discuss the results
3. **Closing (5')**: Teacher gives feedback
4. **Assessment**: Worksheet results.

MEETING 3

Learning Activities

1. **Introduction (5')**: Greeting, attendance, reviews previous meeting.
2. **Main (35')**:
    1) Teacher explains about previous meeting
    2) Students are asked to complete the draft from the previous meeting into a full narrative text
    3) Students summit the result of writing narrative text
    4) Teacher explains about the writing result of students
3. **Closing (5')**: Teacher provides feedback
4. **Assessment**: Discussion results

MEETING 4 – Posttest

Learning Activities

1. **Introduction (5'):** Teacher greets, checks attendance
2. **Main (50'):**
    1) Teacher explain the purpose of the meeting, which is to conduct a posttest on writing a narrative text
    2) Teacher explains explains the pretest guidelines
    3) Teacher hands out the pretest worksheet
    4) Teacher provides a brief explanation of the writing directions.
    5) Based on the chosen topic, students are required to compose a narrative text
3. **Closing (5'):** Teacher gives feedback
4. **Assessment:** Worksheet results

Bukittinggi, 16 Oktober 2025

English teacher,

Yolanda Apri Zenna

2321083

Appendix 6

Pre-test

WRITING TEST

SCORE

Name :

Class :

Instructions:

1. Please fill in the above spaces with your full name and class.
2. Carefully read the instructions before responding.
3. You can use a dictionary
4. Do your best within 50 minutes

Please use the following criteria when writing a narrative text:

1. Topic about Fabel story
2. Write at least 3 paragraph consists of: 1 paragraph for orientation
   1 paragraph for complication
   1 paragraph for resolution
3. Develop your idea based on your own word !

Answer:

Appendix 7

Post-test

WRITING TEST

SCORE

Name :

Class :

Instructions:

1. Please fill in the above spaces with your full name and class.
2. Carefully read the instructions before responding.
3. You can use a dictionary
4. Do your best within 50 minutes

Please use the following criteria when writing a narrative text:

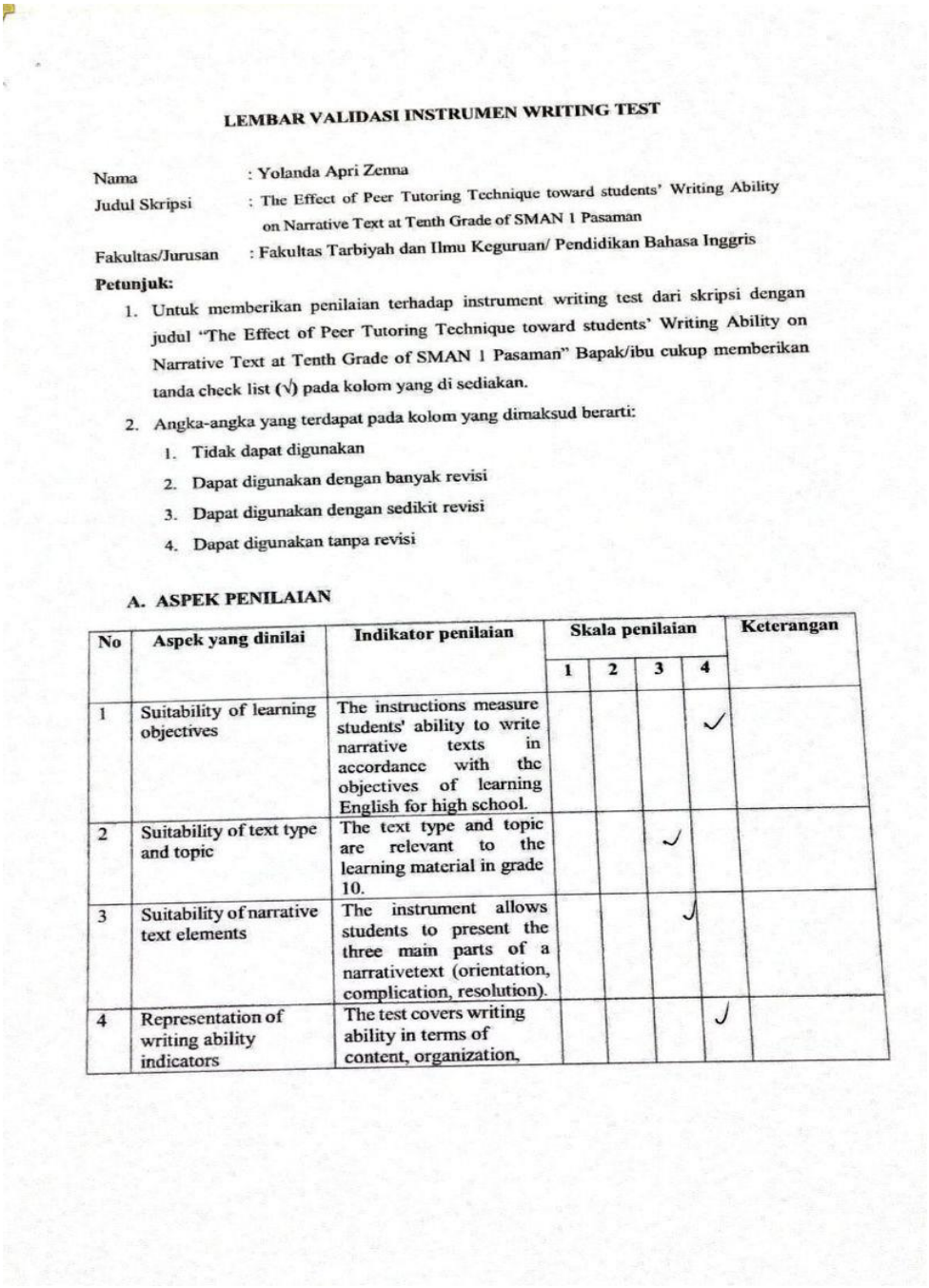
1. Choose one of the following topics: Fantasy story
   Adventure story
   Fairy tale
2. Write at least 3 paragraph consists of: 1 paragraph for orientation
   1 paragraph for complication
   1 paragraph for resolution
3. Develop your idea based on your own word !

Answer:

Appendix 8

Validity

1. Muthia Rahman, M.Pd



LEMBAR VALIDASI INSTRUMEN WRITING TEST

Nama : Yolanda Apri Zenna
Judul Skripsi : The Effect of Peer Tutoring Technique toward students' Writing Ability on Narrative Text at Tenth Grade of SMAN 1 Pasaman
Fakultas/Jurusan : Fakultas Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk:

1. Untuk memberikan penilaian terhadap instrument writing test dari skripsi dengan judul "The Effect of Peer Tutoring Technique toward students' Writing Ability on Narrative Text at Tenth Grade of SMAN 1 Pasaman" Bapak/ibu cukup memberikan tanda check list (√) pada kolom yang di sediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   1. Tidak dapat digunakan
   2. Dapat digunakan dengan banyak revisi
   3. Dapat digunakan dengan sedikit revisi
   4. Dapat digunakan tanpa revisi

A. ASPEK PENILAIAN

No	Aspek yang dinilai	Indikator penilaian	Skala penilaian				Keterangan
			1	2	3	4	
1	Suitability of learning objectives	The instructions measure students' ability to write narrative texts in accordance with the objectives of learning English for high school.				✓	
2	Suitability of text type and topic	The text type and topic are relevant to the learning material in grade 10.			✓		
3	Suitability of narrative text elements	The instrument allows students to present the three main parts of a narrativetext (orientation, complication, resolution).			✓		
4	Representation of writing ability indicators	The test covers writing ability in terms of content, organization,				✓	

		grammar, vocabulary, and mechanics					
5	Suitability to student level	The instructions have a level of difficulty appropriate to the writing abilities of grade 10 high school students.			✓		
6	Clarity of Instructions	The instructions for writing the text are clear, simple, and easy for students to understand.			✓		
7	Test Applicability	The test can be used for pre- and post-tests in a research context.			✓		

Source: Adapted from (Sugiyono, 2018 and Yusoff, 2019)

B. Penilaian Secara Umum

No.	Uraian	A	B	C	D	E	Keterangan
1.	Penilaian secara umum terhadap instrument		✓				

C. Komentar / Saran

1. Rubrik penilaian belum ada.
2. Alur pelaksanaan test harus di tulis dengan jelas.
3. Instruksi pelaksanaan test juga harus detail & spesifik.

Bukittinggi, 16 October 2025
Validator

Muthio Rahman, M.Pd
NIDN. 2109058502

2. Leli Lismay, M.Pd, Ph.D

LEMBAR VALIDASI INSTRUMEN WRITING TEST

Nama : Yolanda Apri Zenna

Judul Skripsi : The Effect of Peer Tutoring Technique toward students' Writing Ability on Narrative Text at Tenth Grade of SMAN 1 Pasaman

Fakultas/Jurusan : Fakultas Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk:

1. Untuk memberikan penilaian terhadap instrument writing test dari skripsi dengan judul "The Effect of Peer Tutoring Technique toward students' Writing Ability on Narrative Text at Tenth Grade of SMAN 1 Pasaman" Bapak/ibu cukup memberikan tanda check list (√) pada kolom yang di sediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   1. Tidak dapat digunakan
   2. Dapat digunakan dengan banyak revisi
   3. Dapat digunakan dengan sedikit revisi
   4. Dapat digunakan tanpa revisi

A. ASPEK PENILAIAN

No	Aspek yang dinilai	Indikator penilaian	Skala penilaian				Keterangan
			1	2	3	4	
1	Suitability of learning objectives	The instructions measure students' ability to write narrative texts in accordance with the objectives of learning English for high school.				√	
2	Suitability of text type and topic	The text type and topic are relevant to the learning material in grade 10.			√		
3	Suitability of narrative text elements	The instrument allows students to present the three main parts of a narrativetext (orientation, complication, resolution).				√	
4	Representation of writing ability indicators	The test covers writing ability in terms of content, organization,			√		

		grammar, vocabulary, and mechanics					
5	Suitability to student level	The instructions have a level of difficulty appropriate to the writing abilities of grade 10 high school students.				✓	
6	Clarity of Instructions	The instructions for writing the text are clear, simple, and easy for students to understand.				✓	
7	Test Applicability	The test can be used for pre- and post-tests in a research context.			✓		

Source: Adapted from (Sugiyono, 2018 and Yusoff, 2019)

B. Penilaian Secara Umum

No.	Uraian	A	B	C	D	E	Keterangan
1.	Penilaian secara umum terhadap instrument		✓				

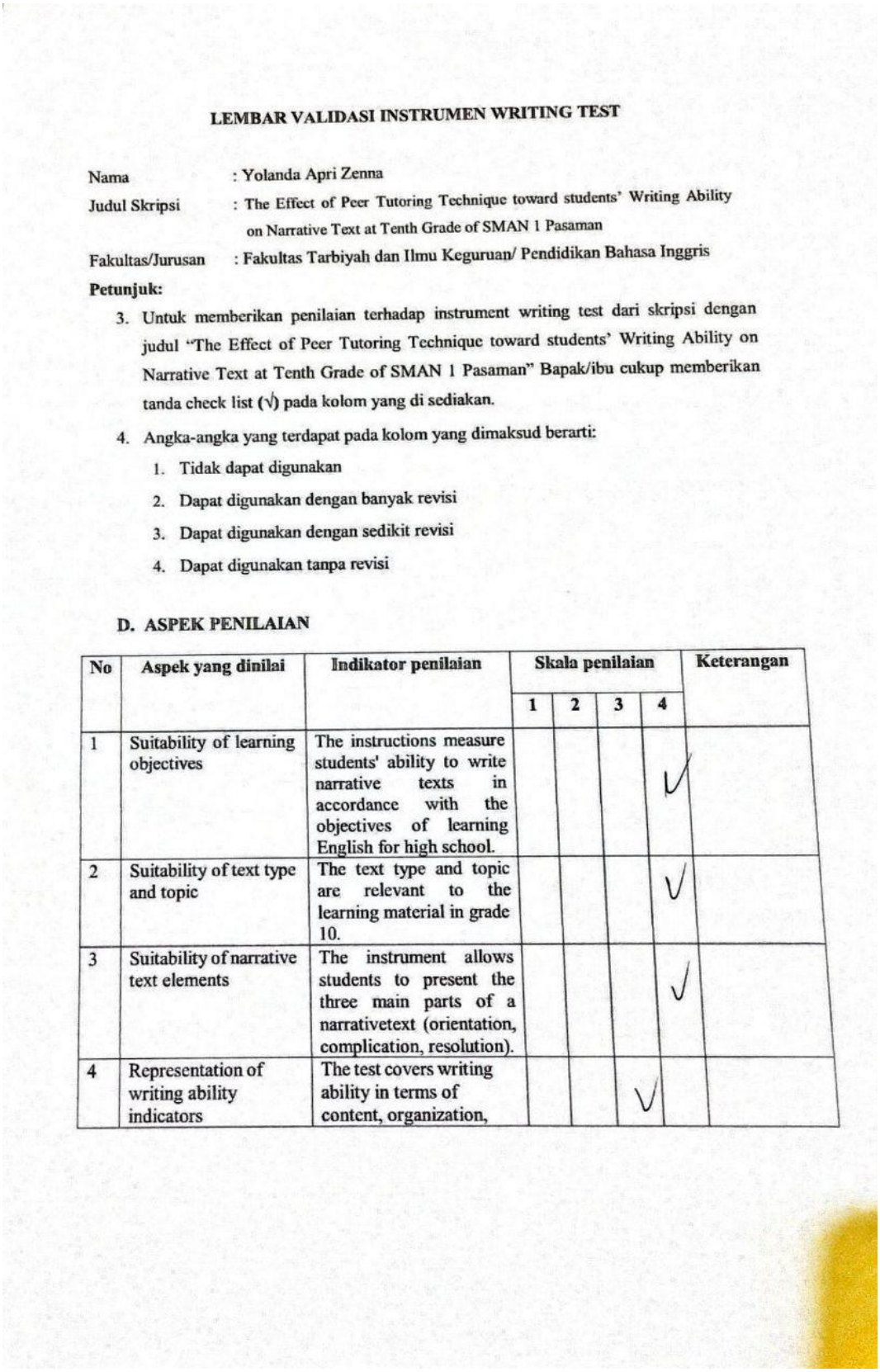
C. Komentar / Saran

It is better to add 2 more topics so that the students may choose the one that they like.

Bukittinggi, 14 Oktober 2025
Validator

Leli Lismay, Ph.D
NIP.19830727015032002

3. Dr. Afdaleni, M.Pd, M.Pa



LEMBAR VALIDASI INSTRUMEN WRITING TEST

Nama : Yolanda Apri Zenna

Judul Skripsi : The Effect of Peer Tutoring Technique toward students' Writing Ability on Narrative Text at Tenth Grade of SMAN 1 Pasaman

Fakultas/Jurusan : Fakultas Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk:

3. Untuk memberikan penilaian terhadap instrument writing test dari skripsi dengan judul "The Effect of Peer Tutoring Technique toward students' Writing Ability on Narrative Text at Tenth Grade of SMAN 1 Pasaman" Bapak/ibu cukup memberikan tanda check list (√) pada kolom yang di sediakan.
4. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   1. Tidak dapat digunakan
   2. Dapat digunakan dengan banyak revisi
   3. Dapat digunakan dengan sedikit revisi
   4. Dapat digunakan tanpa revisi

D. ASPEK PENILAIAN

No	Aspek yang dinilai	Indikator penilaian	Skala penilaian				Keterangan
			1	2	3	4	
1	Suitability of learning objectives	The instructions measure students' ability to write narrative texts in accordance with the objectives of learning English for high school.				√	
2	Suitability of text type and topic	The text type and topic are relevant to the learning material in grade 10.				√	
3	Suitability of narrative text elements	The instrument allows students to present the three main parts of a narrativetext (orientation, complication, resolution).				√	
4	Representation of writing ability indicators	The test covers writing ability in terms of content, organization,			√		

		grammar, vocabulary, and mechanics					
5	Suitability to student level	The instructions have a level of difficulty appropriate to the writing abilities of grade 10 high school students.				✓	
6	Clarity of Instructions	The instructions for writing the text are clear, simple, and easy for students to understand.			✓		
7	Test Applicability	The test can be used for pre- and post-tests in a research context.				✓	

Source: Adapted from (Sugiyono, 2018 and Yusoff, 2019)

E. Penilaian Secara Umum

No.	Uraian	A	B	C	D	E	Keterangan
1.	Penilaian secara umum terhadap instrument		✓				

F. Komentar / Saran

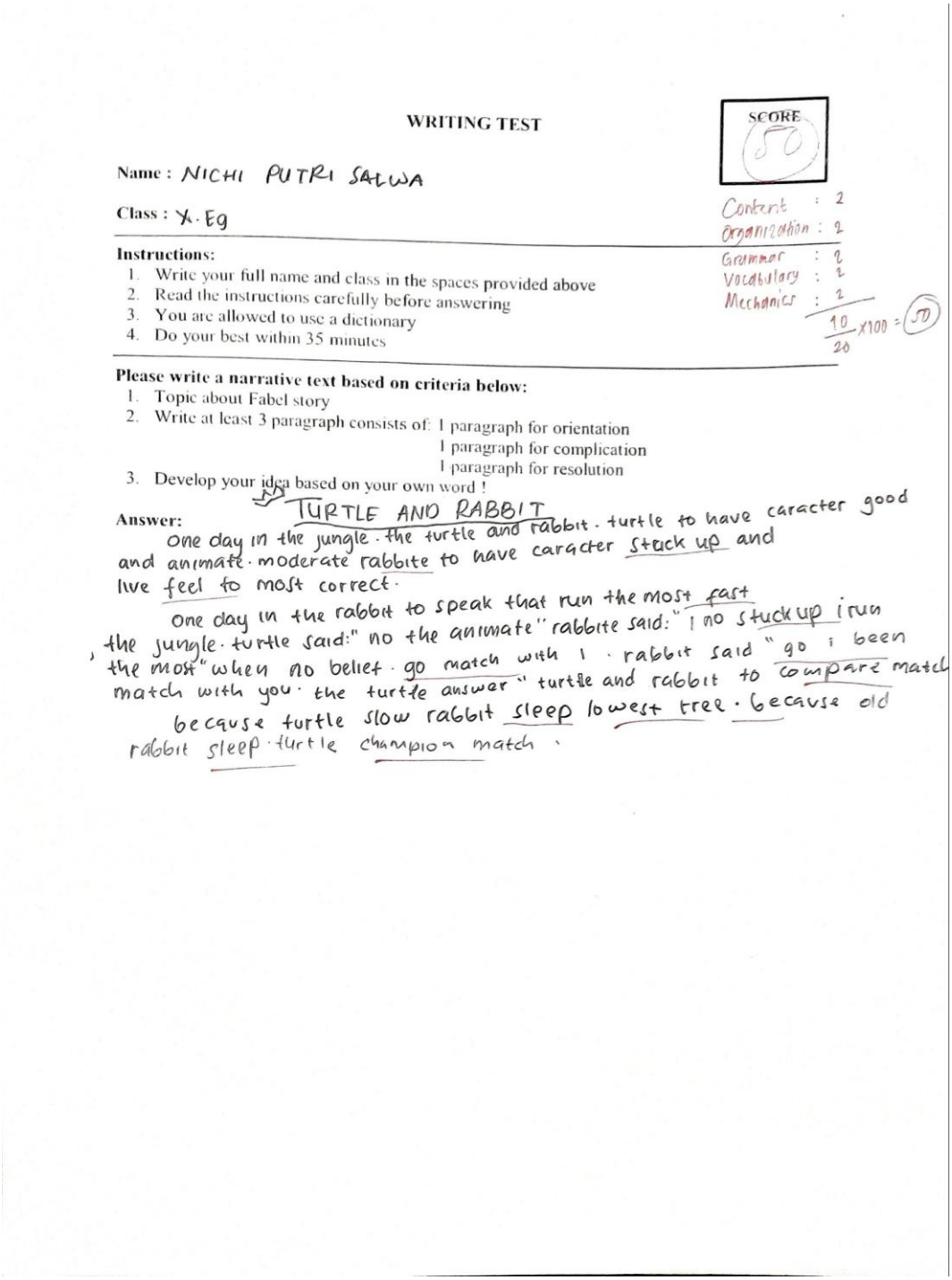
Secara umum angket sudah dapat digunakan dengan sedikit revisi

Bukittinggi, 14 Oktober 2025
Validator

Dr. [illegible] M.Pd M.Pd
19640409 198903 2001

Appendix 9

Reliability



WRITING TEST

SCORE 50

Name : NICHI PUTRI SALWA

Class : X. Eg

Content : 2
Organization : 2
Grammar : 2
Vocabulary : 2
Mechanics : 2
10/20 x100 = 50

Instructions:

1. Write your full name and class in the spaces provided above
2. Read the instructions carefully before answering
3. You are allowed to use a dictionary
4. Do your best within 35 minutes

Please write a narrative text based on criteria below:

1. Topic about Fabel story
2. Write at least 3 paragraph consists of: 1 paragraph for orientation
   1 paragraph for complication
   1 paragraph for resolution
3. Develop your idea based on your own word !

Answer:

TURTLE AND RABBIT

One day in the jungle. the turtle and rabbit. turtle to have caracter good and animate. moderate rabbite to have caracter stack up and live feel to most correct.

One day in the rabbit to speak that run the most fast the jungle. turtle said:" no the animate" rabbite said:" I no stuck up i run the most" when no belief. go match with I. rabbit said "go i been match with you. the turtle answer" turtle and rabbit to compare match because turtle slow rabbit sleep lowest tree. because old rabbit sleep. turtle champion match.

Appendix 10

Writing Scores (Pretest-Posttest) of Experimental Class

NO	Name	Pre-Test	Post-Test
1.	AA	40	72
2.	FH	40	71
3.	KBR	40	75
4.	VA	40	75
5.	DAF	41	68
6.	IS	42	73
7.	LU	43	79
8.	ARB	45	71
9.	SNA	45	63
10.	H	47	75
11.	SER	47	62
12.	YG	48	72
13.	MF	50	70
14.	HS	51	65
15.	AP	55	75
16.	YPL	55	73
17.	GFU	56	63
18.	RD	56	70
19.	ZF	57	68
20.	APJ	58	76
21.	VAN	60	73
22.	RA	61	72
23.	NF	62	75
24.	NW	63	70
25.	ZS	63	78
26.	AJ	68	77
27.	FLA	68	76
28.	NHN	70	72
29.	SNP	70	74
30.	ASA	72	78
31.	IEZ	72	78
32.	MIP	72	77
33.	QAA	73	85
34.	NRY	74	80
35.	QZ	77	79
36.	SR	78	83

Appendix 11

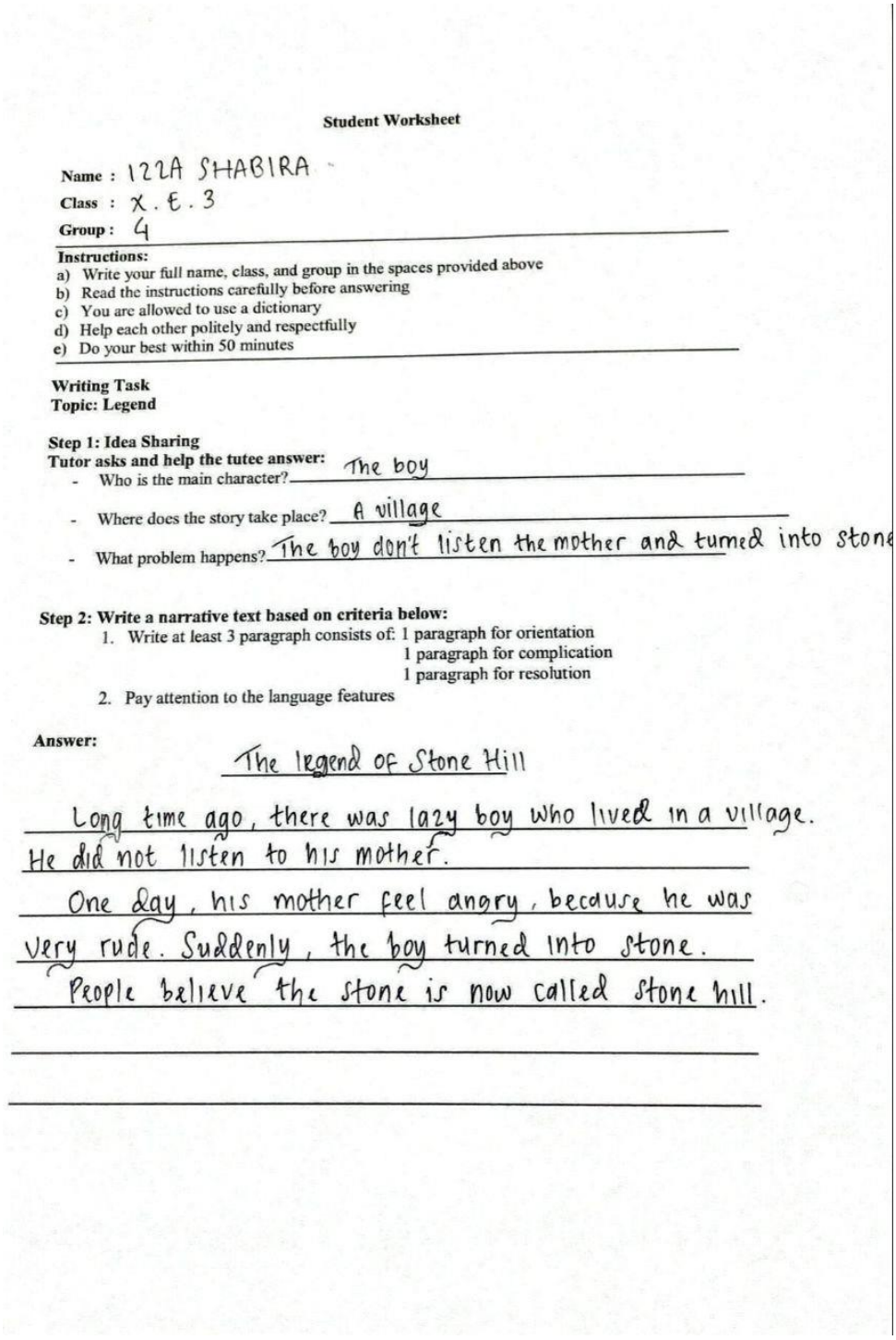
Writing Scores (Pretest-Posttest) of Control Class

NO	Name	Pre-Test	Post-Test
1.	DR	30	60
2.	MAR	40	57
3.	NZ	40	60
4.	AH	42	68
5.	NK	45	70
6.	RVZ	45	55
7.	HKS	48	62
8.	ANB	50	53
9.	NA	50	60
10.	AF	52	60
11.	MFGW	53	65
12.	JMF	55	63
13.	MRA	55	70
14.	NA	55	70
15.	TM	55	76
16.	HQA	57	75
17.	NC	57	63
18.	BTN	58	70
19.	JZ	58	72
20.	AR	60	65
21.	IW	60	70
22.	RA	60	72
23.	BTW	61	68
24.	SAS	61	70
25.	NA	62	71
26.	SMS	62	79
27.	FAN	63	65
28.	LA	63	68
29.	ASCD	65	68
30.	MN	65	78
31.	M	65	73
32.	HIM	68	77
33.	DFR	70	78
34.	GA	70	80
35.	N	72	80
36.	MR	73	76

Appendix 12

Student Worksheet (Experimental Class)

Treatment 1



Student Worksheet

Name : 122A SHABIRA
Class : X. E. 3
Group : 4

Instructions:
a) Write your full name, class, and group in the spaces provided above
b) Read the instructions carefully before answering
c) You are allowed to use a dictionary
d) Help each other politely and respectfully
e) Do your best within 50 minutes

Writing Task
Topic: Legend

Step 1: Idea Sharing
Tutor asks and help the tutee answer:
- Who is the main character? The boy
- Where does the story take place? A village
- What problem happens? The boy don't listen the mother and turned into stone

Step 2: Write a narrative text based on criteria below:
1. Write at least 3 paragraph consists of: 1 paragraph for orientation
   1 paragraph for complication
   1 paragraph for resolution
2. Pay attention to the language features

Answer:

The legend of Stone Hill

Long time ago, there was lazy boy who lived in a village. He did not listen to his mother.

One day, his mother feel angry, because he was very rude. Suddenly, the boy turned into stone.

People believe the stone is now called stone hill.

Treatment 2

Student Worksheet

Name : Ghian Faldarisya Utami
Class : X.E3
Group : 2

Instructions:
a) Write your full name, class, and group in the spaces provided above
b) Read the instructions carefully before answering
c) You are allowed to use a dictionary
d) Help each other politely and respectfully
e) Do your best within 50 minutes

Writing Task
Topic: Myth Story

Step 1: Idea Sharing
Tutor asks and help the tutee answer:
- Who is the main character? The sea goddess
- Where does the story take place? The ocean
- What problem happens? People believe the sea goddess protect the ocean.

Step 2: Write a narrative text based on criteria below:
1. Write at least 3 paragraph consists of: 1 paragraph for orientation
   1 paragraph for complication
   1 paragraph for resolution
2. Pay attention to the language features

Answer:

The myth of the sea goddess

Long time ago, there is a sea goddess who lived in the ocean. She love the sea.

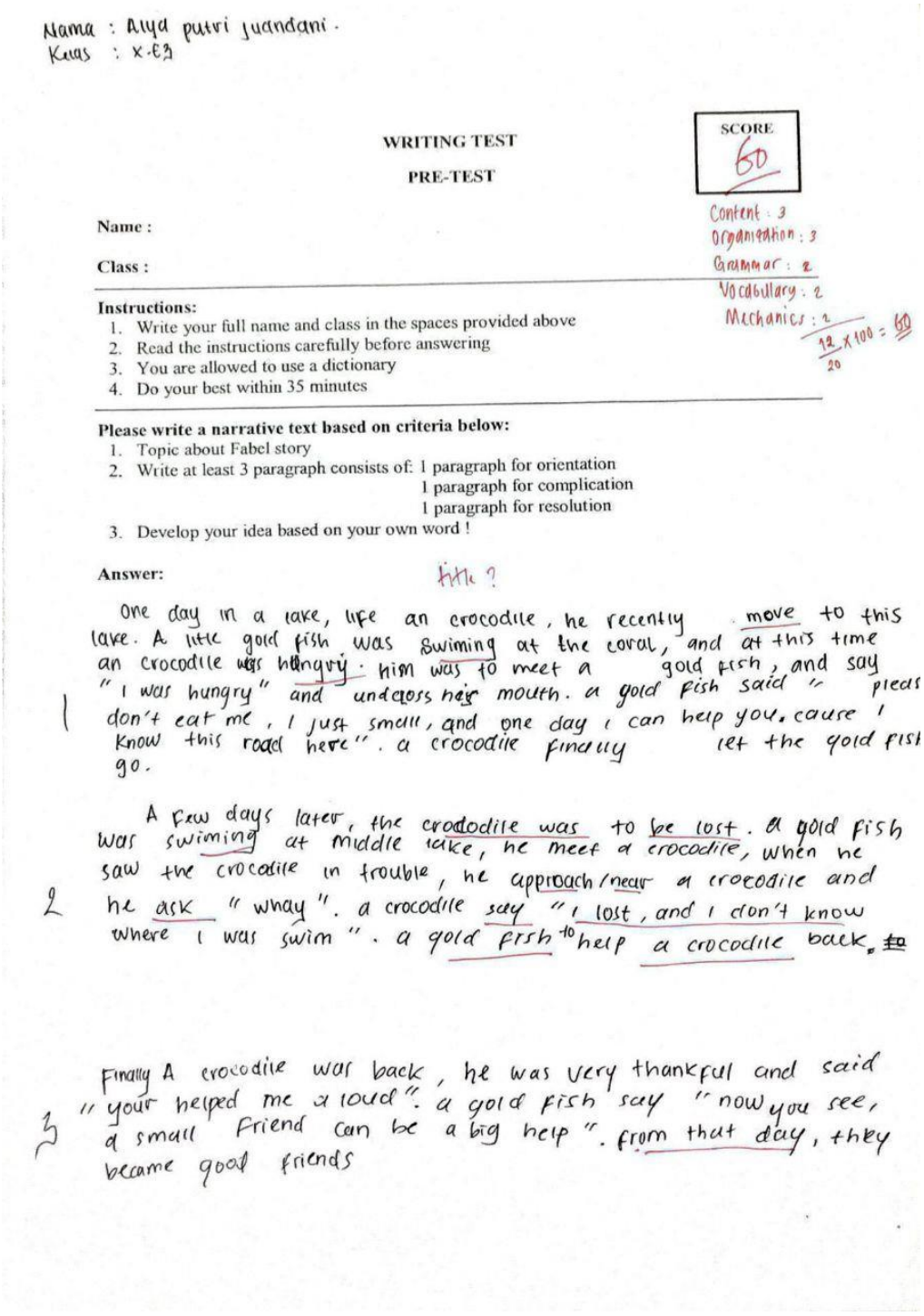
Every day, she kept the sea calm and full of fish. The fishermen were happy and safe.

People belive the sea goddess still protects the ocean today.

Appendix 13

Pre-Test

1. Experimental Class



Nama : Aiya putri juandani.
Kelas : X-E3

WRITING TEST

PRE-TEST

SCORE 60

Content : 3
Organization : 3
Grammar : 2
Vocabulary : 2
Mechanics : 2
12/20 x 100 = 60

Name :

Class :

Instructions:
1. Write your full name and class in the spaces provided above
2. Read the instructions carefully before answering
3. You are allowed to use a dictionary
4. Do your best within 35 minutes

Please write a narrative text based on criteria below:
1. Topic about Fabel story
2. Write at least 3 paragraph consists of: 1 paragraph for orientation
   1 paragraph for complication
   1 paragraph for resolution
3. Develop your idea based on your own word !

Answer:

title ?

One day in a lake, life an crocodile, he recently move to this lake. A little gold fish was swiming at the coral, and at this time an crocodile was hungry. him was to meet a gold fish, and say "I was hungry" and undercross his mouth. a gold fish said " pleas don't eat me, I just small, and one day i can help you. cause I know this road here". a crocodile finally let the gold fish go.

A few days later, the crocodile was to be lost. a gold fish was swiming at middle lake, he meet a crocodile, when he saw the crocodile in trouble, he approach/near a crocodile and he ask "whay". a crocodile say "I lost, and i don't know where i was swim". a gold fish to help a crocodile back, to

Finally A crocodile war back, he was very thankful and said "your helped me a loud". a gold fish say "now you see, a small friend can be a big help". from that day, they became good friends

WRITING TEST

PRE-TEST

SCORE 50

Name : AFRIDIO PARHAN.

Class : X.E.3

Instructions:

1. Write your full name and class in the spaces provided above
2. Read the instructions carefully before answering
3. You are allowed to use a dictionary
4. Do your best within 35 minutes

Please write a narrative text based on criteria below:

1. Topic about Fabel story
2. Write at least 3 paragraph consists of: 1 paragraph for orientation
   1 paragraph for complication
   1 paragraph for resolution
3. Develop your idea based on your own word !
   Deer .... ?

Answer: One day in the jungle. there is a group crocodile. they swiming in river smau there is colour brown, white, black, and green. size there is big and ~~little~~ After Some ~~one time~~ time A little Deer ran to the river wish drink, after get to the river crocodile see to deer and wish eating.

Some time the deer drink in river, crocodile wish caught the deer. but no eazy because Deer is smart and lively.
when the crocodile wanted to get closer, the deer felt something strenge and he became alert because he already knows it must be a crocodile. and yes, when the crocodile grabbed the deer, hee immediately avoided it and the crocodile doesn't get food and Deer laugh and talk to crocodile that he wasn't smart enough

after some time or ?

Content : 2
Organization : 2
Grammar : 2
Vocabulary : 2
Mechanics : 2

10/20 x100 = 50

2. Control Class

WRITING TEST

PRE-TEST

SCORE: 55

Name : Naufal Andrean

Class : XE5

Content : 2
Organization : 3
Grammar : 2
Vocabulary : 2
Mechanics : 2

11 X100 = 55
20

Instructions:
1. Write your full name and class in the spaces provided above
2. Read the instructions carefully before answering
3. You are allowed to use a dictionary
4. Do your best within 35 minutes

Please write a narrative text based on criteria below:
1. Topic about Fabel story
2. Write at least 3 paragraph consists of: 1 paragraph for orientation
   1 paragraph for complication
   1 paragraph for resolution
3. Develop your idea based on your own word !

Answer:

The Clever Monkey and Pig

One day in the jungle, a big Pig was Sleeping under a rock. A little monkey ran over his body and woke him up. The pig was angry and ranning this monkey. Monkey said: "don't kill me". Pig Laughed but let the monkey.

A Few days Later, Pig was caught in a hunters net. He tried to escape, but he couldn't. Monkey heard Pig roar and ran to help. He Quicly started to let the Pig go.

After some time, the monkey made a big hole in the net, and Pig was free. Pig Said, "you are weak, but you helped me a lot." monkey Smiled. From that day, they became good Friends

WRITING TEST

PRE-TEST

SCORE: 60

Name : Arfa Shoza Chiko Dewansyah

Class : X-E5

Instructions:

1. Write your full name and class in the spaces provided above
2. Read the instructions carefully before answering
3. You are allowed to use a dictionary
4. Do your best within 35 minutes

Please write a narrative text based on criteria below:

1. Topic about Fabel story
2. Write at least 3 paragraph consists of: 1 paragraph for orientation
   1 paragraph for complication
   1 paragraph for resolution
3. Develop your idea based on your own word !

Content : 3
Organization : 3
Grammar : 2
Vocabulary : 2
Mechanics : 2
12/20 x100 = 60

Answer:

A Stingy Crab

One day in the ocean, in the crab's home. Live a crab, he so love money. He didn't . charity money he mongy. He have the cafe , is name 'Blue Cafe", but menu in the cafe so p over price.

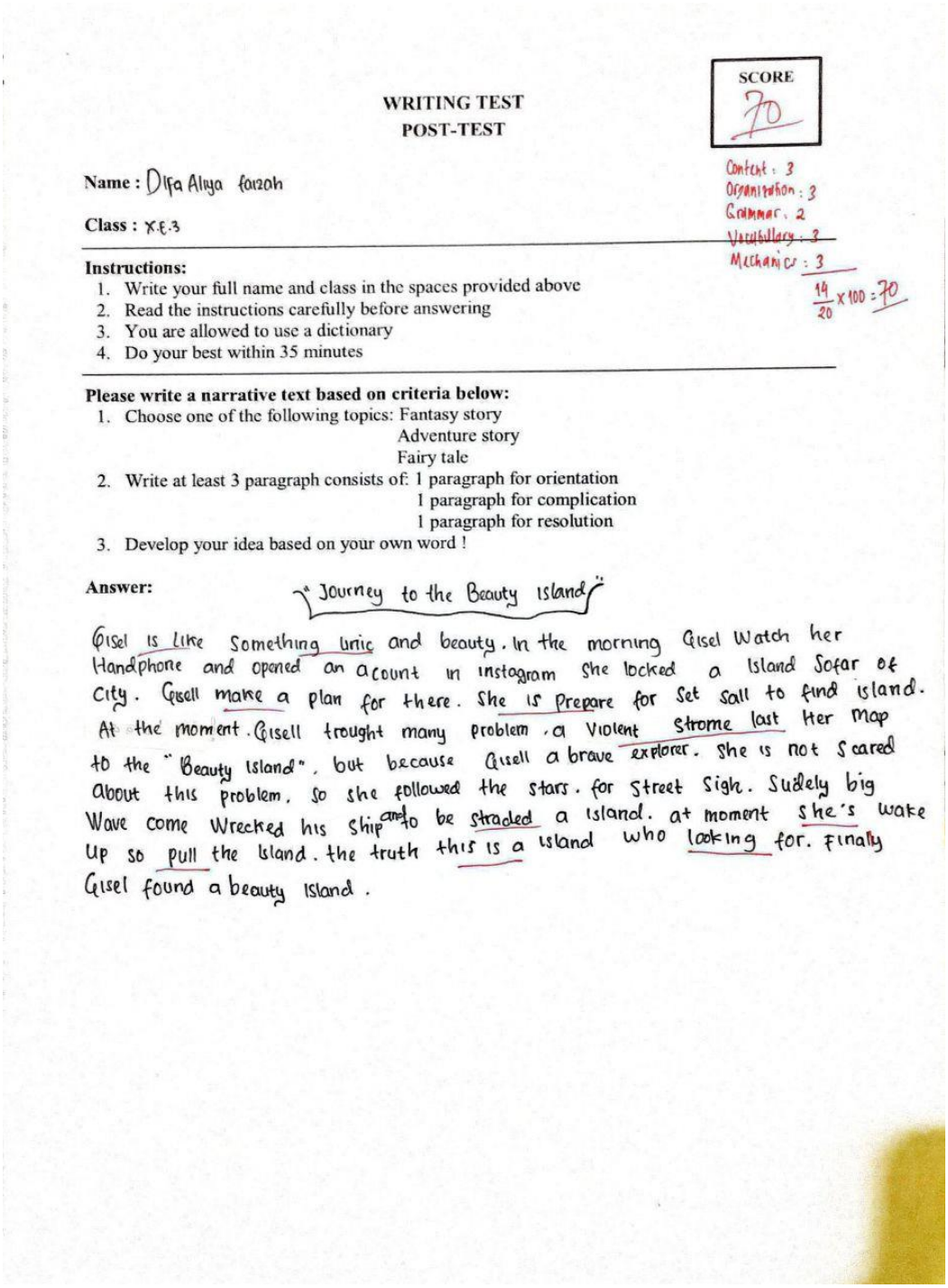
Altough a crab is stingy, but he have a friend, he ~~have~~ is squid. Squid was know if acrab is stingy. Become squid already usual characteristic crab. One day, a crab cafe was bangkrupt. A crab left many debt.

Because a Crab so stingy, nobody want to help him. The crab was ve sad. But Squid stil help the crab. Crab said " I won't stingy anymore, becaus stingy I get karma". ~~And~~ ~~Finaly Cra~~ Finally crab ~~was~~ loves to charity.

Appendix 14

Post-Test

1. Experimental Class



WRITING TEST
POST-TEST

SCORE 70

Name : Dlfa Aliya fairah

Class : X.E.3

Content : 3
Organization : 3
Grammar : 2
Vocabulary : 3
Mechanics : 3

$\frac{14}{20} \times 100 = 70$

Instructions:
1. Write your full name and class in the spaces provided above
2. Read the instructions carefully before answering
3. You are allowed to use a dictionary
4. Do your best within 35 minutes

Please write a narrative text based on criteria below:
1. Choose one of the following topics: Fantasy story
   Adventure story
   Fairy tale
2. Write at least 3 paragraph consists of: 1 paragraph for orientation
   1 paragraph for complication
   1 paragraph for resolution
3. Develop your idea based on your own word !

Answer:

"Journey to the Beauty Island"

Gisel is like something unic and beauty. In the morning Gisel watch her Handphone and opened an acount in instagram she locked a island sofar of city. Gisell make a plan for there. She is prepare for set sail to find island. At the moment. Gisell trought many problem. a violent strome last her map to the "Beauty Island", but because Gisell a brave explorer. She is not scared about this problem. so she followed the stars. for street sigh. Sudely big Wave come Wrecked his ship and to be stradled a island. at moment she's wake up so pull the island. the truth this is a island who looking for. Finally Gisel found a beauty island.

SCORE 80

WRITING TEST
POST-TEST

Name : ALMEIRA SHAFEEQA ADIA

Class : X.E-3

Instructions:
1. Write your full name and class in the spaces provided above
2. Read the instructions carefully before answering
3. You are allowed to use a dictionary
4. Do your best within 35 minutes

Please write a narrative text based on criteria below:
1. Choose one of the following topics: Fantasy story
   Adventure story
   Fairy tale
2. Write at least 3 paragraph consists of: 1 paragraph for orientation
   1 paragraph for complication
   1 paragraph for resolution
3. Develop your idea based on your own word !

Content : 4
Organization : 4
Grammar : 3
Vocabulary : 3
Mechanics : 2

16/20 x 100 = 80

Answer:

〈Fantasy story〉

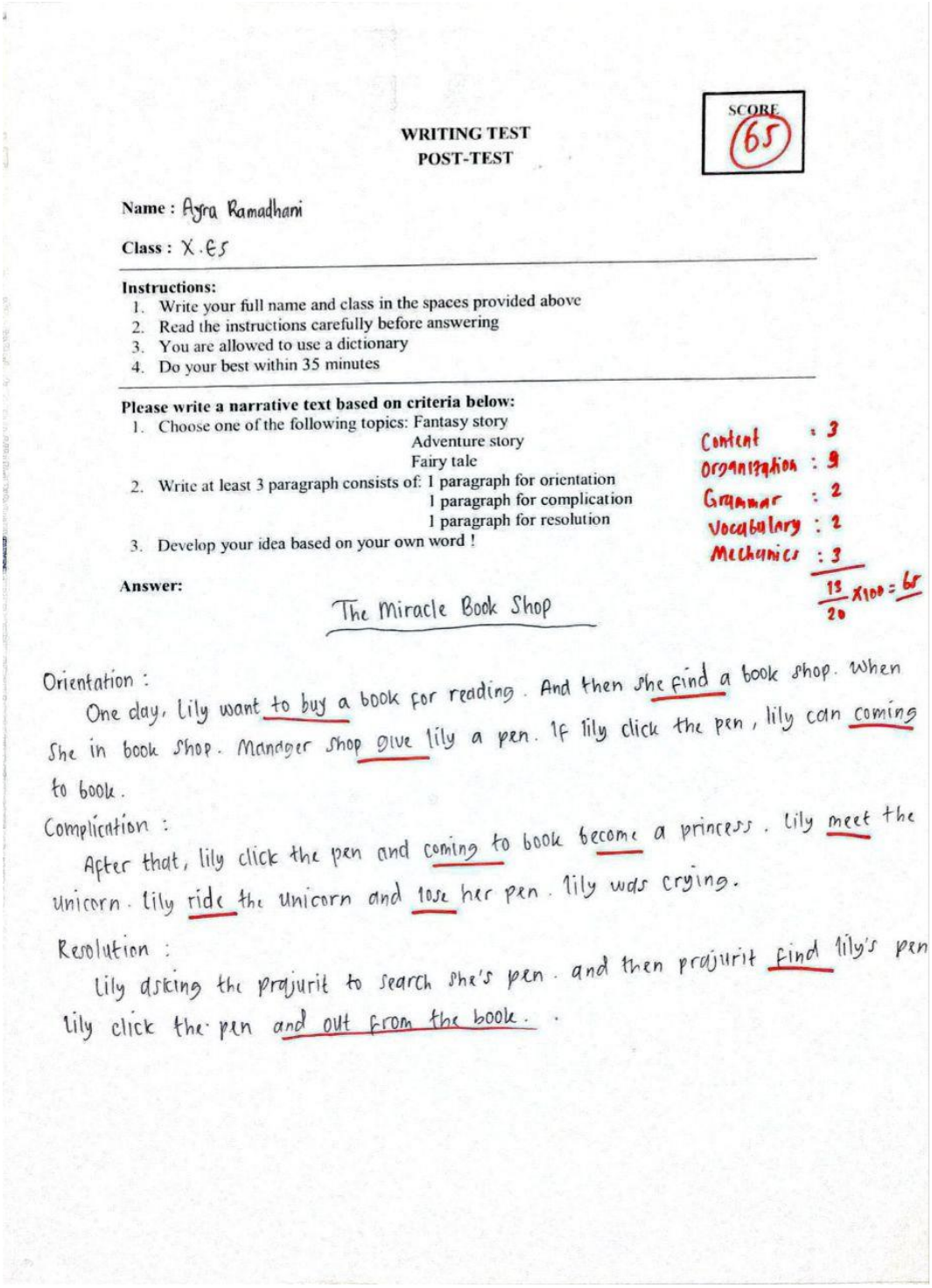
The crystal ....

In a quiet village hidden, lives a beautiful girl named Raya. She lived With her grandfather in little hut. Her daily activities is helping her grandfather.

One night, She feel thirsty and go to her kitchen for took some glass for drink. When she back again she saw light from warehouse and her follow the light. Finally her arrived at warehouse and saw the light from the box When she want to opened the box it tooks lock.

Raya think how to opened the box, after that, she search the key but she not find the match key for the box. She hopeless and when she take away the box she saw some paper, inside the paper is ancient spell . After that she read the ancient spell, the box is shaking and finally opened. That in the box was a cristal

2. Control Class



WRITING TEST
POST-TEST

SCORE 65

Name : Ayra Ramadhani

Class : X.E5

Instructions:
1. Write your full name and class in the spaces provided above
2. Read the instructions carefully before answering
3. You are allowed to use a dictionary
4. Do your best within 35 minutes

Please write a narrative text based on criteria below:
1. Choose one of the following topics: Fantasy story
   Adventure story
   Fairy tale
2. Write at least 3 paragraph consists of: 1 paragraph for orientation
   1 paragraph for complication
   1 paragraph for resolution
3. Develop your idea based on your own word !

Content : 3
Organization : 3
Grammar : 2
Vocabulary : 2
Mechanics : 3
13/20 x100 = 65

Answer:

The Miracle Book Shop

Orientation :
One day, Lily want to buy a book for reading. And then she find a book shop. When She in book shop. Manager shop give lily a pen. If lily click the pen, lily can coming to book.

Complication :
After that, lily click the pen and coming to book become a princess. Lily meet the unicorn. Lily ride the unicorn and lose her pen. lily was crying.

Resolution :
Lily asking the prajurit to search she's pen. and then prajurit find lily's pen lily click the pen and out from the book.

SCORE
60

WRITING TEST
POST-TEST

Name : GUSRIDA AINI

Class : X ES

Instructions:
1. Write your full name and class in the spaces provided above
2. Read the instructions carefully before answering
3. You are allowed to use a dictionary
4. Do your best within 35 minutes

Content : 3
Organization : 2
Grammar : 2
Vocabulary : 2
Mechanics : 2

12/20 x100 = 60

Please write a narrative text based on criteria below:
1. Choose one of the following topics: Fantasy story
   Adventure story
   Fairy tale
2. Write at least 3 paragraph consists of: 1 paragraph for orientation
   1 paragraph for complication
   1 paragraph for resolution
3. Develop your idea based on your own word !

Answer:

Small Box and Butterfly

Once upon a time, there lived a little girl with her sister in a remote village. She lost her parents when she was a baby. Since then she has lived alone with her sister. She feel lonely because she her sister didn't care about her.

One day she sitting in the rice fields. She saw small box and open it. The small box contained an empty book and pen. Then drew a land of clouds and butterflies. She was tired and sleep. When she wake up, he was in the cloud palace and met many butterflies.

Now she was not lonely anymore. - - - -

Appendix 15

Letter of Research Completion

PEMERINTAH PROVINSI SUMATERA BARAT
DINAS PENIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH VI
SMA N 1 PASAMAN
Jln. Ki HajarDewantara,SimpangEmpat, PasamanBarat Telp./Fax.:(0753)466541KodePos: 26366
Email : smanegeri1pasaman@gmail.com Website : sman1pasaman.sch.id

Nomor : **400.3.12.2/300/SMA.01/2025**
Lampiran : -
Hal : **Balasan Pelaksanaan Penelitian**

Kepada
Yth. **Dekan** Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi
di
Tempat

Dengan Hormat,

Berdasarkan surat Izin Penelitian **No : B-0831/Un.26.1/PP.07/10/2025,** tanggal 13 Oktober 2025, perihal Izin melakukan Penelitian,maka bersama ini kami sampaikan bahwa mahasiswi dibawah ini :

Nama	: **YOLANDA APRI ZENNA**
NIM / TM	: 2321083
Program Studi	: Pendidikan Bahasa Inggris
Universitas	: Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi
Jenjang	: S.1

Telah melakukan Penelitian pada tanggal 20 Oktober s/d 20 November 2025 di SMAN 1 Pasaman dengan judul ***"The Effect of Peer Tutoring Technique Toward Students'Writing Ability on Narative Text at Tenth Grade of SMA N 1 Pasaman ".***

Demikianlah Surat ini dibuat untuk dapat dipergunakan seperlunya.

Simpang Empat, 21 November 2025
Kepala SMAN 1 Pasaman,

SUHELPI, S. Pd, M. Pd
NIP. 19730619 199903 2 006

Appendix 16

Photo Documention

Meet	Experiment	Control
Pre-test	Mon/ October 20, 2025 	Thurs/ October 30, 2025 
Treatment 1	Mon/ October 27, 2025 	Thurs/ November 6, 2025 
Treatment 2	Mon/ November 10, 2025 	Thurs/ November 13, 2025 
Post-test	Mon/ November 17, 2025 	Thurs/ November 20, 2025 