

## THE EFFECTIVENESS OF PEER TUTORING METHOD IN TEACHING WRITING

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### ABSTRACT

*This research aimed to determine the students' writing skills before and after being taught using the peer tutoring method and to identify whether there was a significant difference in students' writing skills before and after the implementation of the method. This research used a quantitative approach with a pre-experimental design, namely one-group pre-test and post-test design. The population of this research was the eleventh-grade students of MA Darussalam Ngoro, while the sample consisted of 25 students of class XI A. The data were collected through writing tests in the form of pre-test and post-test. The students were asked to write narrative texts using reported speech. The data were analyzed using descriptive statistics and paired sample t-test. The results of the research showed that the students' writing skills before being taught using the peer tutoring method were still low. The mean score of the pre-test was 52.4. After the implementation of the peer tutoring method, the students' writing skills improved significantly, with the mean score of the post-test increasing to 79.9. The result of the paired sample t-test showed that the significance value (Sig. 2-tailed) was 0.000, which was lower than 0.05 ( $0.000 < 0.05$ ). This indicated that there was a significant difference between students' writing skills before and after being taught using the peer tutoring method. Based on the findings, it can be concluded that the peer tutoring method was effective in improving students' writing skills in writing narrative texts using reported speech for the eleventh-grade students of MA Darussalam Ngoro.*

**Keywords:** Peer Tutoring, Writing Skills, Narrative Text, Reported Speech.

### INTRODUCTION

English is widely recognized as the global language used in education, science, technology, business, and international communication. According to Rao (2019), English plays an important role in providing access to academic resources, research publications, and global knowledge. Many textbooks, journals, and online learning materials are written in English, making it essential for students to understand the language. In the educational field, English helps students and teachers from different countries communicate and exchange ideas more easily. The widespread use of English also supports international cooperation and intellectual development. Therefore, mastering English has become an important requirement for students in the modern educational era.

Among the four English skills, writing is considered one of the most important because it allows students to express ideas, share information, and communicate thoughts clearly. Writing also helps learners organize ideas logically and develop critical thinking skills. According to Rosmiaty et al. (2023), writing is an essential life skill that supports academic and professional success. In addition, Graham et al. (2017) explained that writing activities encourage students to reflect, analyze, and synthesize information deeply. Through writing, students are able to strengthen their understanding of learning materials and improve their communication abilities. Consequently, writing plays a major role in supporting students' academic achievement.

However, writing is often regarded as one of the most difficult English skills to master. Students commonly face problems related to vocabulary, grammar, sentence arrangement,

and idea development. Rao (2007), as cited in Nasser (2018), stated that writing requires cognitive, linguistic, logical, and critical thinking processes. Many students feel confused when they are asked to write essays or paragraphs because they struggle to generate and organize ideas effectively. In addition, students often lack confidence in expressing their thoughts in written form. These difficulties can negatively influence their motivation and academic performance in English learning. Therefore, effective teaching strategies are needed to help students improve their writing skills.

Based on the researcher's observation at MA Darussalam Ngoro, many students in class XI A still experience difficulties in writing narrative texts. Most students are confused about how to arrange sentences correctly and use appropriate grammar in their writing. They also have limited vocabulary and difficulty distinguishing between verbs, nouns, adjectives, and adverbs. As a result, students' writing achievement is still below the school's Minimum Completeness Criteria (KKM) of 75, with an average score of 70. Another problem is that the teaching methods used by teachers sometimes make students feel bored and less interested in learning writing. These conditions indicate the need for more innovative and engaging teaching methods in the classroom.

One teaching strategy that can be used to solve these problems is the peer tutoring method. Peer tutoring is a learning method where students help each other understand learning materials through discussion and collaboration. According to Roma et al. (2019), peer tutoring encourages students of the same age or level to work together in small groups. This method creates a comfortable learning environment because students can ask questions and share ideas more freely with their peers. Kaharuddin (2019) also explained that peer tutoring helps students who are reluctant to ask teachers directly. In addition, peer tutoring improves communication skills, teamwork, confidence, and academic understanding for both tutors and tutees.

Considering the importance of writing skills and the students' difficulties in learning narrative text, the researcher is interested in applying the peer tutoring method in English learning at MA Darussalam Ngoro. The material used in this study focuses on narrative text, especially reported speech material. Through peer tutoring, students are expected to participate actively, interact positively, and improve their writing abilities in a more enjoyable learning atmosphere. This method is also expected to increase students' motivation and confidence in writing English texts. Therefore, the researcher conducts a study entitled "The Effectiveness of Peer Tutoring Method in Teaching Writing (A Pre-Experimental Study at Class XI A of MA Darussalam Ngoro)."

Based on the background above, the researcher formulated three research problems. First, the study investigates the students' writing ability before being taught using the peer tutoring method at class XI A of MA Darussalam Ngoro. Second, the study examines the students' writing ability after being taught using the peer tutoring method. Third, the study analyzes whether there is any significant difference between the students' writing ability before and after the implementation of the peer tutoring method. In line with those problems, the objectives of this study are to identify the students' writing ability before and after the treatment and to determine whether the peer tutoring method significantly improves students' writing ability.

## RESEARCH METHODS

This study employed a quantitative approach using a pre-experimental research design, specifically the One-Group Pretest-Posttest Design. According to Sugiyono (2019), this design involves one group receiving a pretest, treatment, and posttest without a control group. The research was conducted at MA Darussalam Ngoro, Jombang, East Java, involving eleventh-grade students in the academic year 2025/2026. The population consisted of 240 students from eight classes, while the sample was class XI 7 consisting of 29 students selected through purposive sampling. The research procedures included conducting a preliminary study, determining the teaching method, preparing research instruments, implementing the peer tutoring method, collecting data, and writing the research report. Data were collected through pretest and posttest writing tests focused on narrative text and reported speech material. The pretest was administered before treatment to measure students' initial writing ability, while the posttest was conducted after three meetings using the peer tutoring method to determine students' improvement. The collected data were analyzed using descriptive statistics, normality tests, and paired sample t-tests with the help of SPSS application to identify whether there was a significant difference between students' writing ability before and after the treatment.

## RESULTS AND DISCUSSION

The finding of teaching English for Entrepreneurship to English Department Students at Universitas Hasyim Asy'ari (UNHASA) research are as followed:

By using writing tests, researchers obtained data on students' writing abilities. Students' writing abilities were classified based on the scores obtained on the pre-test and post-test, and then analyzed according to established assessment criteria. According to Brown (2007), the assessment of writing ability can be categorized into several levels of achievement, as shown in the following table.

Table Classification of students Writing skills

No	Score	Classification
1	81-100	Excellent
2	61-80	Good
3	41-60	Fair
4	21-40	Insufficient
5	0-20	Very Low

shows that students who scored 81-100 were categorized as having "Very Good" writing skills. Students who scored 61-80 fell into the "Good" category. Furthermore, students with scores of 41-60 were classified as "Fair." Finally, students who scored 21-40 were categorized as "Poor." Finally, students with scores of 0-20 are classified at the "Very Poor" level.

This study aims to determine the writing skills of 11th-grade A students at MA Darussalam Ngoro before being taught using the peer tutoring method and their writing skills after being taught using the peer tutoring method. In addition, this study also aims to determine whether there is a significant difference in students' writing skills before and after being taught using the peer tutoring method. The data for this study consists of students'

pre-test and post-test scores on narrative text writing skills. The results of this study will be explained in the following section.

### **1. Students' Writing Skills Before Being Taught Using the Peer Tutoring Method**

After the pre-test and post-test instruments were deemed valid and reliable, the researcher administered the pre-test to the 25 students in Class XI A at MA Darussalam Ngoro. In the pre-test, students were asked to write a narrative text using reported speech in accordance with the material they had previously studied. This test aimed to determine the students' initial writing ability before they were treated using the peer tutoring method. The students' writing ability on the pre-test was assessed based on several aspects, namely content, organization, grammar, vocabulary, and mechanics, using Brown's (2007) assessment rubric. The results of the students' writing ability on the pre-test are presented in Table 4.2.

No	Description	Result
1	Number of Students	25
2	Highest Score	75
3	Lowest Score	30
4	Mean Score	52.4
5	Minimum Passing Grade (KKM)	75

The table above shows the results of the pre-test on the writing skills of 11th-grade students in Class A at MA Darussalam Ngoro before they were taught using the peer tutoring method. The pre-test was administered to 25 students to assess their initial ability to write narrative texts using reported speech. The assessment was based on a writing rubric that covered the aspects of content, organization, grammar, vocabulary, and mechanics.

Based on the data, it was found that the highest score on the pre-test was 75, while the lowest was 30. This indicates that students' writing skills still vary. Additionally, most students still scored below the school's established minimum passing score (KKM) of 75. Thus, students' writing skills prior to the implementation of the peer tutoring method were still relatively low and need to be improved through the use of more effective and engaging teaching methods.

Overall, the pre-test results indicate that students' initial ability to write narrative texts is still suboptimal. Therefore, the researcher implemented the peer tutoring method as an effort to help students improve their writing skills, particularly in the use of reported speech in narrative texts.

### **2. Students' Writing Skills After Being Taught Using the Peer Tutoring Method**

After administering the pre-test and implementing the peer tutoring intervention, the researcher administered a post-test to the 25 students in Class XI A at MA Darussalam Ngoro. The post-test was administered after the students had participated in the learning process of writing narrative texts using the peer tutoring method. This test aimed to assess the students' writing skills following the intervention and to determine whether there had been an improvement in their writing skills.

The post-test assessment was conducted based on several aspects, namely content, organization, grammar, vocabulary, and mechanics, using Brown's (2007) assessment rubric. The data on the students' post-test results can be seen in Table below:

No	Description	Result
1	Number of Students	25
2	Highest Score	95
3	Lowest Score	68
4	Mean Score	79.9
5	Minimum Passing Grade (KKM)	75

The table above shows the post-test results for the writing skills of students in Class XI A at MA Darussalam Ngoro after they were taught using the peer tutoring method. The post-test was administered after the learning process for writing narrative texts using reported speech was completed. Assessment was based on several aspects, namely content, organization, grammar, vocabulary, and mechanics, in accordance with Brown's (2007) assessment rubric.

Based on these post-test results, it was found that the highest student score was 95, while the lowest was 68. Additionally, the post-test results indicate an improvement in students' writing skills compared to the previous pre-test results. The majority of students achieved scores above the school's minimum passing grade (KKM), which is 75.

Overall, the post-test results demonstrate a significant improvement in students' writing skills following the implementation of the peer tutoring method. The students' average score increased compared to the previous pre-test results. These results indicate that the peer tutoring method is effective in helping students better understand the material, fostering cooperation among students, and improving their ability to write narrative texts using reported speech. Thus, the peer tutoring method can be considered effective in improving the writing skills of the students in Class XI A at MA Darussalam Ngoro.

### **3. Significant Differences in Students' Writing Skills Before and After Being Taught Using the Peer Tutoring Method**

A comparison of the average pre-test and post-test scores shows that students' writing skills improved after being taught using the peer tutoring method. The results indicate that students' writing skills improved from the low category before the intervention to a higher level after the intervention was implemented. This improvement suggests that the peer tutoring method has a positive effect on students' ability to write narrative texts using reported speech.

There is a difference between the pre-test and post-test mean scores, with the post-test mean score being higher than the pre-test mean score. To determine whether this difference is significant or not, the data must first be tested using a normality test.

#### **1) Test of Normality**

Based on the data obtained, the pre-test mean score reflects students' initial ability before the intervention, while the post-test mean score reflects their ability after the peer tutoring method was implemented. The difference in these mean scores indicates an improvement in students' writing ability. However, further testing is needed to determine whether this improvement is statistically significant.

A normality test was conducted to determine whether the pre-test and post-test data are normally distributed or not. The normality test is crucial because many parametric statistical tests, such as the paired-sample t-test, require the data to be normally distributed. If the data are not normally distributed, the results of parametric statistical tests may be less

accurate. Therefore, a normality test is conducted to determine whether data analysis can proceed using parametric tests or whether non-parametric tests are necessary.

The results of the normality test for the pre-test and post-test data are presented in the table below:

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
pretest	,106	25	,200*	,963	25	,347
posttest	,164	25	,200*	,960	25	,161
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Based on the normality test table above, it is found that the significance value (Sig.) in the Shapiro-Wilk test for the pre-test data is 0.347, while the significance value for the post-test data is 0.161. These results indicate that the significance values for both datasets are greater than 0.05 ( $0.347 > 0.05$  and  $0.161 > 0.05$ ). Thus, it can be concluded that the pre-test and post-test data are normally distributed. Since the data meet the assumption of normality, data analysis can proceed using a parametric test, namely the Paired Sample T-Test, to determine whether there is a significant difference in students' writing ability before and after being taught using the peer tutoring method.

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation N	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig.(2-tailed)
					Lower	Upper			
Paired Samples 1	Pretest- Posttest	- 20.03 2	11.377	2,043	- 24.205	-15.859	- 9.804	24	.000

Table 4.6 shows that the significance value (Sig. (2-tailed)) is 0.000, which is less than 0.05 ( $0.000 < 0.05$ ). This indicates that  $H_0$  (the null hypothesis), which states that there is no significant difference between students' writing abilities before and after being taught using the peer tutoring method, is rejected. Conversely,  $H_1$  (the alternative hypothesis), which states that there is a significant difference in students' writing skills before and after being taught using the peer tutoring method, is accepted. Furthermore, based on the results of the paired sample t-test, it is found that the t-value is 9.804 with a degrees of freedom(df) of 24. These results indicate an improvement in students' writing skills after being treated

with the peer tutoring method. Thus, it can be concluded that there is a significant difference between students' writing skills before and after the implementation of the peer tutoring method. This proves that the peer tutoring method is effective in improving the writing skills of students in Class XI A at MA Darussalam Ngoro.

## **Discussion**

### **1. Students' Writing Skills Before Being Taught Using the Peer Tutoring Method**

In this study, the researcher conducted the study at MA Darussalam Ngoro with a sample of 25 students from Class XI A. The study was based on the results of preliminary observations and interviews conducted by the researcher with the English teacher regarding the students' writing skills, particularly in writing narrative texts using reported speech. Before the researcher implemented the peer tutoring method, students' writing skills were still relatively low.

The researcher administered a pre-test to assess students' initial abilities prior to implementing the peer tutoring method. During the pre-test phase, students were asked to transform a dialogue into a narrative text using reported speech. The pre-test results indicated that students' writing skills were not yet optimal. Based on the test results in Table 4.2, it was found that the highest student score was 75, while the lowest was 30. Most students also still scored below the school's minimum passing grade (KKM), which is 75.

Based on the preliminary study conducted by the researcher, this condition was caused by the following factors.

#### **a. Lack of variety in teaching methods**

The teaching methods used in English writing instruction still tend to be teacher-centered. Teachers often explain the material directly and then ask students to complete writing assignments individually without active interaction among students. This situation results in students being less engaged in the learning process and struggling to develop ideas in their writing.

Additionally, writing instruction is often perceived as difficult by students because it requires the ability to organize ideas, use proper grammar, vocabulary, and writing mechanics simultaneously. This aligns with the view of Fareed et al. (2018), who state that writing is one of the most complex language skills because it demands both linguistic accuracy and creativity in conveying ideas. Consequently, students tend to be passive and lack confidence in their writing.

Monotonous teaching methods also cause students to easily become bored during the learning process. In fact, the use of appropriate teaching methods is crucial for enhancing student engagement in learning. According to Munthe & Naibaho (2019), teaching methods that involve peer interaction can help students understand the material more easily because they learn using language on par with their peers.

#### **b. Lack of Interaction and Cooperation Among Students**

In previous writing instruction, students often worked alone without discussion or collaboration with peers. Consequently, students struggling with writing tend to be passive and hesitant to ask teachers for help. This situation leads many students to face difficulties in developing content, organizing text structure, and using proper grammar.

According to Alzahrani & Leko (2018), peer tutoring is a learning method that allows students to learn in groups with the help of peers, enabling them to receive explanations,

practice, and conceptual clarification more effectively. With interaction among students, the learning process becomes more active and communicative.

The lack of interaction among students in previous learning caused students to be less motivated to learn writing. Many students fear making mistakes when writing, causing them to lack confidence in conveying ideas through writing. Consequently, students' writing proficiency prior to the intervention remained relatively low.

c. Students' difficulties in writing narrative texts using reported speech

Most students struggle to understand the use of reported speech in narrative texts. Students frequently make errors in verb tenses, pronoun changes, and the construction of indirect sentences. Additionally, students also struggle to develop a coherent and logical storyline.

This aligns with the view of Graham et al. (2019), who state that writing requires not only language skills but also the ability to think, organize ideas, and effectively convey meaning to readers. Therefore, students need learning strategies that can help them understand the material while boosting their confidence in writing.

Based on these conditions, the researcher implemented a peer tutoring method as an effort to help students improve their writing skills through cooperation and active interaction among peers.

## **2. Kemampuan Menulis Siswa Setelah Diajarkan Menggunakan Metode Peer Tutoring**

### **Students' Writing Skills After Being Taught Using the Peer Tutoring Method**

After administering the pre-test, the researcher implemented the treatment using the peer tutoring method over several sessions. At this stage, students were divided into several heterogeneous groups consisting of tutors and tutees. Tutors were selected based on their superior academic abilities compared to other students.

At the beginning of the learning process, the researcher explained the learning objectives as well as the material regarding narrative texts and the use of reported speech. After that, the tutors helped group members understand the material, discuss it, and complete the writing assignments given by the researcher. In this activity, students could ask each other questions, discuss, and provide feedback on the writing of their groupmates.

The peer tutoring method creates a more active and comfortable learning atmosphere because students find it easier to understand explanations from their peers. This aligns with the view of Munthe & Naibaho (2019), who state that students grasp material more easily through language on par with their peers rather than merely receiving explanations from a teacher. Throughout the learning process, students appeared more active in discussions and more confident when writing. Tutors assist students who struggle with structuring story content, grammar usage, vocabulary selection, and writing mechanics. The teacher also continues to monitor and provide assistance to groups facing difficulties. After all interventions were completed, the researcher administered a post-test to the students. Based on the post-test results in Table 4.3, it was found that students' writing skills showed a significant improvement. The highest student score reached 95, while the lowest was 68. Additionally, the majority of students achieved scores above the school's minimum passing grade (KKM).

The improvement in students' writing skills occurred because the peer tutoring method effectively increased students' active participation in the learning process. Students not only

learned from the teacher but also from their peers through discussion and group collaboration. According to Utley et al. (1997) as cited in Alzahrani & Leko (2018), peer tutoring allows students to gain practice, repetition, and concept explanations more effectively through interaction with peers. Furthermore, group learning makes students more comfortable asking questions and expressing their opinions. This environment helps students build self-confidence and improve their ability to develop writing ideas more effectively.

Overall, the research results indicate that the peer tutoring method is effective in improving students' writing skills in producing narrative texts using reported speech.

### **3. Significant Differences in Students' Writing Skills Before and After Being Taught Using the Peer Tutoring Method**

This study aims to determine the effectiveness of the peer tutoring method in improving the writing skills of 11th-grade A students at MA Darussalam Ngoro. To assess the method's impact, the researcher administered a pre-test before the intervention and a post-test after the intervention was implemented.

The pre-test results indicated that students' writing skills were still low. However, after implementing the peer tutoring method, the post-test results showed an improvement in students' writing skills. This was evident from the increase in students' average scores following the intervention.

Based on the results of the paired sample t-test in Table 4.6, it was found that the significance value (Sig. 2-tailed) was 0.000, which is less than 0.05 ( $0.000 < 0.05$ ). Thus,  $H_0$  is rejected and  $H_1$  is accepted. This means there is a significant difference between students' writing skills before and after being taught using the peer tutoring method.

The results of this study indicate that the peer tutoring method is effective for teaching English writing. Through this method, students can learn actively, discuss, and help one another in understanding the material and completing writing assignments.

These findings are also consistent with previous research conducted by Azizah (2023), who stated that the implementation of peer tutoring strategies in English language learning can enhance student participation and comprehension. Additionally, Rahmasari's (2017) study also demonstrated that peer tutoring is an effective technique for improving students' learning abilities, as students find it easier to understand the material through the assistance of their peers.

This study also supports the view of Munthe & Naibaho (2019), who state that peer tutoring helps students understand the material more easily through the use of language that is on an equal footing among students. In addition to improving understanding of the material, this method is also capable of creating a more comfortable and interactive learning atmosphere.

Thus, it can be concluded that the peer tutoring method is effective for improving the writing skills of the students in Class XI A at MA Darussalam Ngoro.

## **CONCLUSION**

In conclusion, Based on the results of the research conducted on the eleventh-grade students of Class XI A at MA Darussalam Ngoro, it can be concluded that the implementation of the peer tutoring method was effective in improving students' writing skills in writing narrative texts using reported speech. Before the treatment, students' writing

skills were still relatively low, as indicated by the pre-test mean score of 52.4, with most students scoring below the minimum passing grade (KKM) of 75. After the implementation of the peer tutoring method, the students' writing skills improved significantly, as shown by the increase in the post-test mean score to 79.9, with most students achieving scores above the KKM. Furthermore, the result of the paired sample t-test showed that the significance value (Sig. 2-tailed) was 0.000, which was lower than 0.05, indicating that there was a significant difference between students' writing skills before and after the treatment. Therefore, the peer tutoring method proved to be effective in improving students' writing skills.

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