STUDENTS' PERCEPTION OF DIGITALLY-MEDIATED PEER TUTORING IN WRITING CLASS
PENDAPAT SISWA TERHADAP PEMBELAJARAN TEMAN SEJAWAT DENGAN MEDIA DIGITAL DALAM KELAS MENULIS

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ABSTRACT

Due to the impact of the corona pandemic, schools now provide instruction and training online. Given that the pandemic has already spread to every region of the globe, educators are urging students to become more proficient in the use of various digital technologies. In one of the West Kalimantan universities, the educational process is supported by digital technology. However, classes are frequently conducted on a large scale, making it challenging for instructors to keep track of their students. Consequently, a small teacher or peer tutor is required as an alternative to the provision of traditional extension classes or the invitation of additional writing instructors in order to assist every student with their individual writing difficulties. Twenty-three third-semester students enrolled in the English study program will be surveyed and interviewed for the purpose of this qualitative study. According to the findings of the study, the students' writing skills improved. Additionally, students responded positively to the use of digitally-mediated peer tutoring in writing classes. Therefore, digitally-mediated peer tutoring can be an option for meeting the needs of online learners.

Keywords: *digital technology, peer tutoring, writing skill*

ABSTRAK

Dampak pandemi corona menyebabkan sekolah memberikan pengajaran dan pelatihan secara online. Mengingat pandemi sudah melanda di setiap wilayah di dunia, para pendidik menghimbau para siswa untuk lebih terampil dalam mengoperasikan berbagai bentuk teknologi digital. Proses pendidikan dilakukan dengan bantuan teknologi digital di salah satu perguruan tinggi yang berada di Kalimantan Barat. Akan tetapi, karena proses pembelajaran seringkali dilakukan dalam jumlah kelas yang besar, dosen kesulitan untuk mengawasi perkembangan dari mahasiswa. Dengan demikian, tutor sebaya diperlukan sebagai alternatif penyediaan kelas tambahan untuk membantu setiap siswa dengan kesulitan menulis masing-masing. Melalui penelitian kualitatif ini, data angket dan wawancara dari dua puluh mahasiswa semester tiga program studi bahasa Inggris akan dianalisis. Berdasarkan hasil penelitian, siswa menunjukkan peningkatan dalam keterampilan menulis mereka. Selain itu, siswa juga memberikan respon positif terhadap penggunaan peer tutoring yang dimediasi secara digital di kelas menulis. Oleh karena itu, peer tutoring yang dimediasi secara digital dapat menjadi alternatif untuk memenuhi kebutuhan siswa dalam pembelajaran daring.

Kata kunci: media digital, pembelajaran teman sejawat, kemampuan menulis

INTRODUCTION

As a result of the explosive growth of digital communication over the past few decades, the English language is now used in a huge range of different modes of communication. Because of this, English has evolved into what is known as a "vehicle language," particularly in the fields of science and education (Khasbani, 2019). People communicate with one another in educational settings through a variety of means, including academic writing. Students today need to be able to demonstrate that they are proficient in academic writing as an essential component of their overall preparation for the future. It takes not only a certain level of writing ability (Bacha, 2002), but also a significant amount of effort to produce writing that is of a high quality. (Husin & Nurbayani, 2017).

Simply being able to write well is widely regarded as one of the most difficult skills to acquire (Rahmatunisa, 2014). It is due to the fact that the process involved in the construction of the writing is quite complex, as it deals with the coordination of cognitive, social, physical, and cultural dimensions (Daffern, Mackenzie, & Hemmings, 2017). In addition, writing skills are linked to thinking skills such as reasoning, problem-solving, and decision-making (Rashtchi, 2019); consequently, this complicated process has the potential to

become a reflection of learning and comprehension (Taylor, 2009). This particular reason might be enough to intimidate a writing teacher. However, the ways to plan and organize the ideas, fluency and accuracy of word choice, punctuation, and spelling, are even more challenging for those who are demanded to write in a language that they are not familiar with (Casanave, 2004; Richards & Rodgers, 2014). Therefore, it is commonly acknowledged that writing is the ability that students of English as a foreign language (EFL) struggle with the most (Fitriati & Yonata, 2017).

Students are expected to be able to produce writing of a higher quality as they progress to higher levels of education and are responsible for doing so. That piece of writing is supposed to include the author's points of view, in addition to the rational reasons that support the ideas presented therein (Rashtchi, 2019). Particularly at the university level, academic writing, such as essays, papers, theses, and other similar pieces, has a tendency to predominate the university writing. The authors typically begin the process of writing those texts by bringing up the debates surrounding a particular subject. This is because the art of argumentation is becoming an increasingly important component of academic writing (Knapp & Watkins, Genre, text, grammar: Technologies for teaching and assessing

writing, 2005). As a result, the argumentative essay will serve as the primary focus of this research.

The purpose of argumentative essays is to debate, to persuade, and to convince readers to engage with the ideas that are presented within the text (Knapp & Watkins, 2005). In this kind of essay, the authors make an attempt to persuade the readers about their particular point of view, regardless of whether there is a controversy or disagreement regarding a particular topic. They do this by providing statements that state their position, and then using reasons to support their arguments (Meyers, 2014; Oshima & Hogue, 2006).

Argumentative essays typically consist of the following three primary sections: (1) the thesis statement, (2) the body of the argument, and (3) a restatement of the thesis statement (Hardy & Klarwein, 1990; Meyers, 2014). After providing background information on the contentious nature of the subject matter, the first section of the paper—also known as the thesis statement or the introductory paragraph—details the author's position or viewpoint on the matter. After that, in the following section, the author presents his arguments to elaborate on the thesis statements that have been mentioned in the previous section with some supporting evidence. Finally, in the final section of the article, the author came to a conclusion about his position by

restating the writers' viewpoint and summarizing the arguments.

When writing argumentative essays, during the planning stage, the writer needs to be aware of what the topic is about. This is because, when writing an argument, the writer cannot state his opinion without providing the facts to support the arguments. In other words, the writer cannot state his opinion without providing the facts to support the arguments (Meyers, 2014). Because of this, it is extremely important to find evidence that supports the arguments. In addition, Meyer (2014) asserts that conducting research on opposing viewpoints is an essential step in the process of writing argumentative essays. This is due to the fact that when authors acknowledge opposing viewpoints, it gives the impression to the audience that the authors are being considerate, fair, and open-minded with regard to the topic at hand.

Following the stage of planning, the writers may then begin the stage of drafting by outlining the ideas they intend to write about. In this stage, the authors may construct their ideas of their arguments, counterarguments, and some pieces of evidence that have been found from their research in the stage before this one. After that, as part of the process of reviewing, the writers may ask the writing instructor or their fellow writers to do proofreading

responding to the authors' ideas and the organizations of their texts. The goal of the reviewing process is to provide authors with assistance in locating weaknesses in their writing from the perspective of their target audience, allowing the authors to develop the most effective version of their writing. Editing is supposed to be the very last step of the writing process, according to Harmer (2007). The proofreading done in the stage before this one leads directly into the editing stage. At this point, the writers are expected to complete the writing products they have been working on and make their work available to the readers.

According to Harmer (2007), the procedure of writing the aforementioned can become jumbled depending on the needs of the writers before the production of the final version. It is important for a writing instructor to encourage their students to become better writers, even though the writing process itself may take a lot of time for the writer.

Individual differences may have an impact on one's ability to fulfill the expectation of producing a successful argumentative essay (Soltanpour & Valizadeh, 2018). According to the findings of some studies, individual differences in areas such as cognitive capacity, pedagogical preferences, and levels of motivation can have an effect on writing performances (Crossley, Allen, Snow, &

McNamara, 2016; Kormos, 2013; Llanes, Tragant, & Serrano, 2018). In light of these individual differences, the instructor might have a hard time managing the problems posed by each student in order to complete the writing practice due to the limited amount of time available during the teaching and learning session. In addition, the teacher frequently had to deal with classes that were quite large, which increased the likelihood that some students would fail to notice the guidance given by the instructor, thereby causing them to struggle when constructing their writing (Wahyudin, 2018). However, providing direction and guidance for the students is not solely the responsibility of the instructors. Fisher and Frey (2019) argue that students can take it upon themselves to support one another academically if they work together. As a result, it's possible that learning with the help of peers could end up being the solution to the writing problem.

The use of peer tutoring as an appropriate pedagogical strategy for writing instruction can be characterized by a number of different factors. The students' varying degrees of writing competence are the aspect of appropriateness that stands out the most to me. In higher education, there may be students who will be concentrating on the form of writing because they may not be linguistically fluent and, as a result, they may not be able to express what it is that

they are trying to say as well in their first language as they could if they did it in writing. On the other hand, there might be some students who are able to articulate what they are thinking in English quite well.

When compared to an adult educator, a peer tutor is in a completely different position to provide concrete examples to a tutee and connect with them on a personal level (Jordan, 2014). If these students are assigned as tutors and tutees based on their respective levels of expertise, it is possible to effectively improve the progression of individual students. As a result, the learning process among students' contemporaries might be more effectively maximized if the students could have access to learn without being constrained in any way. Since the rapid development of digital technology has led to the digital age, in which people are living and working around the world with the assistance of technology, in which digital technology has reached almost every part of our lives which relate to the individual, social, entertainment, and even educational purposes (Ng, 2015; Selwyn, 2013), there might be the opportunity for students to engage in peer tutoring sessions. Students could be connected to participate in tutoring sessions through the use of digital technologies, which remove both the restrictions of time and distance from the

equation (Dekhinet, Topping, Duran, & Blanch, 2008).

Students today have access to an almost unfathomable quantity of educational resources in the form of digital technologies, such as Web 2.0 technologies and other online sources of information. These technologies can easily be put to use to support students in their educational endeavors (Ng, 2015). Additionally, digitally mediated learning provides more cost-effective ways to deliver training and instruction, which is something that some businesses have implemented as an alternative to providing conventional extension classes or inviting additional writing instructors to assist each and every student with their writing problems. Because digitally mediated learning enables the sharing of knowledge and information in real time, it does away with the requirement that students memorize information. In light of the global pandemic that is currently taking place, students are strongly encouraged to become more proficient in the utilization of digital technology.

On March 11, 2020, the World Health Organization (WHO) made the announcement that the status of COVID-19 had been upgraded to that of a global pandemic (Cucinotta & Vanelli, 2020). As a direct result of this, the pandemic has now spread to over 200 countries all over the

world, and one of these countries is Indonesia. A stay-at-home notice has been issued by the authorities as a response to the COVID-19 outbreak in an effort to reduce the number of people who congregate in large groups in public places. As a result of this restriction, the vast majority of human activities that call for in-person interactions have been made more difficult than they otherwise would have been. One of these fields is education, which is also one of these areas. One example of a type of activity that can be categorized as "distance learning" is "study from home," also abbreviated as "SfH." These instructions were given out by the appropriate authorities. This course makes use of e-learning platforms, also known as "online learning," which are based on internet-based technologies. As a direct result of this, the majority of schools have been forced to modify the approaches that they use to teach their students in order to accommodate the new circumstances.

Because this method of education makes it possible to provide instruction and training in a manner that is less taxing on a company's resources, some companies have begun to implement the use of digitally mediated learning as an alternative to the provision of traditional extension classes or the invitation of additional writing instructors in order to assist each and every student with their individual writing difficulties. In addition, given that the pandemic has already taken hold in every region of the world, educators are urging students to become more skilled in the operation of various forms of digital technology. The educational process is carried out with the assistance of digital technology in one of the secondary schools that are located in West Kalimantan.

Regrettably, digitally mediated learning may be difficult to manage, particularly for writing teachers who face large classrooms in which some students may miss instruction during writing workshops. This challenge is compounded for teachers of writing who must deal with multiple students at once. This is especially important to keep in mind for those who teach writing (Wahyudin, 2018). Throughout the course of the lecture, Rufus saw that the pupils exhibited a number of problematic behaviors, such as sluggishness, disordered mental processes, and an overall lack of motivation (A. Rufinus, personal communication, November 11, 2020). The time allotted for writing each week, which was formerly set at 150 minutes, has been reduced to 90 minutes in order to make room for the presentation of the material to be learned. The remaining steps of the learning process will each be finished by the learner on their own through the process of evaluation. The writing session, which was originally set for

150 minutes per week, has been trimmed in order to avoid these problems. The researcher in this scenario makes an effort to fill a void in the process of individual learning by encouraging students to take on the role of writing teacher, supervising and supporting one another throughout the duration of the writing session. This fills a void that the researcher sees in the process of individual learning. As a consequence of this, peer-assisted learning that is made possible through the application of digital technology might end up being the answer to both the problem with writing and the issues provided by the administration of online classrooms.

There have been two notable studies conducted on the subject of using students' fellow classmates as tutors in writing sessions. Chen (2014) did study on twenty different articles that studied the application of peer feedback in writing classes that were aided by various forms of technology. Then, Zou and Xie (2018) flipped an English writing class by combining peer instruction with a technique called technology-enhanced just-in-time teaching (JIIT) (PI). These studies presented insightful perspectives on the use of peer-assisted learning with a variety of software, platforms, and forums. This gave more opportunities for the students to be actively engaged in online writing, which can improve their skills and strategies. Peer-

assisted learning is an effective method for improving students' skills and strategies. In addition, the findings of those research indicate that the mediation of technology can enhance both the students' learning and their application of the knowledge that they have received.

Regarding those prior researches, the two of them placed an emphasis on the employment of technology to support peer-to-peer education and peer-to-peer feedback in writing classes. In order to get a more in-depth grasp of the context in which information and communication technology, most notably digital technology, is playing an increasingly essential role, it is vital to make effective use of the technology that is currently available (Forbes & Khoo, 2015). On the other hand, the implementation of digital technology is forecasted to be optimized not only to serve as a medium through which students can instruct one another or provide feedback for one another, but also as a medium through which students can assist one another in learning.

Students are given the chance to teach one another as a kind of collaborative learning through the practice of peer tutoring, which is a well-established form of peer-assisted learning. Peer-assisted learning is also known as peer-assisted learning. The practice of students instructing their peers is gaining in

popularity (Fisher & Frey, 2019; Song, Loewenstein, & Shi, 2018). An effort will be made by the teacher to prepare and instruct the tutors in a course that will assist the tutees in becoming better writers. The National Science Foundation provides funding in favor of peer tutoring. The more proficient tutors in that class will encourage tutees who struggle with writing in order to close the education gap that exists in that class. This will be done in order to close the educational gap that exists in that class. The fact that the tutors are the tutees' fellow students also implies that they are more approachable and sympathetic with the tutees, which makes it simpler for the tutees to feel comfortable communicating with the tutors (Soven in Snyder, Nielson, & Kurzer, 2016).

As a consequence of this, it is predicted that, the issues with writing that were brought to light at one college in West Kalimantan will be remedied. Because it is anticipated that both the tutors and the tutees would increase their level of writing skill in those characteristics while engaging in an online learning environment, it is important that digitally mediated peer tutoring in writing class be encouraged. Because of this, it is possible that it would be appropriate to conduct this study because peer tutoring provides the opportunity to participate in digitally-mediated peer tutoring in an environment that is both highly engaging and cooperative, and it does so without any constraints regarding time or location. As a result, it is possible that it would be appropriate to conduct this study.

METHODOLOGY

Interpretation of the findings of this study was accomplished through the use of a qualitative research approach. The results of the Likert scale that were included in the survey were then used to determine how students felt about the use of digitally-mediated peer tutoring in writing class. The purpose of this study was to learn how students felt about the implementation of digitally-mediated peer tutoring in writing class. Because of this, the participants in this study will consist of twenty-three students who are currently enrolled in the third semester of their English education program at a college located in West Kalimantan.

A questionnaire and an interview were used as the instruments for this research. After the students had finished all of the weeks of the digitally-mediated peer tutoring program, they were given a qualitative open-ended questionnaire that asked them questions about the study strategies they used while completing the digitally-mediated peer tutoring activities as well as their general feelings in regards

to its use within the module to support learning.

An interview was also carried out as part of this study in order to complete the evidence of the students' perspectives. It is vital to conduct interviews in order to gather a certain kind of information that the researcher might overlook if they rely solely on the questionnaire for their data collection (Merriam & Tisdell, 2016). The semi-structured interview was chosen so that precise information could be acquired regarding the utilization of digitally-mediated peer tutoring and the attitudes that students have toward it. Therefore, the interview guide from Synder, Nielson, and Kurzer (2016) and Nguyen, Lee, Nguyen, and Naidu (2019) will be updated in relation to the objectives of this study; nevertheless, the questions may be adaptable depending on the desired information from the participants (Merriam & Tisdell, 2016).

The opinion and input of students regarding the use of digitally-mediated peer tutoring was obtained using the tool. Following the completion of a predetermined survey and an interview, students then provide their feedback regarding this medium in order to enhance the utilization of digitally-mediated peer tutoring in writing class in the foreseeable future. The students' perspectives on the efficacy of digitally-mediated peer tutoring

were analyzed qualitatively by computing the percentage of students who responded favorably to each question on the questionnaire instrument. The results of this analysis were then used to draw conclusions about the students' attitudes. When employing a Likert scale, the answers of the students to digitally-mediated peer tutoring are considered to be more positive when a higher number is reached.

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Regarding those prior researches, the two of them placed an emphasis on the employment of technology to support peer-to-peer education and peer-to-peer feedback in writing classes. In order to get a more in-depth grasp of the context in which information and communication technology, most notably digital technology, is playing an increasingly essential role, it is vital to make effective use of the technology that is currently available (Forbes & Khoo, 2015). On the other hand, the implementation of digital technology is forecasted to be optimized

not only to serve as a medium through which students can instruct one another or provide feedback for one another, but also as a medium through which students can assist one another in learning.

Students are given the chance to teach one another as a kind of collaborative learning through the practice of peer tutoring, which is a well-established form of peer-assisted learning. Peer-assisted learning is also known as peer-assisted learning. The practice of students instructing their peers is gaining in popularity (Fisher & Frey, 2019; Song, Loewenstein, & Shi, 2018). An effort will be made by the teacher to prepare and instruct the tutors in a course that will assist the tutees in becoming better writers. The National Science Foundation provides funding in favor of peer tutoring. The more proficient tutors in that class will encourage tutees who struggle with writing in order to close the education gap that exists in that class. This will be done in order to close the educational gap that exists in that class. The fact that the tutors are the tutees' fellow students also implies that they are more approachable and sympathetic with the tutees, which makes it simpler for the tutees to feel comfortable communicating with the tutors (Soven in Snyder, Nielson, & Kurzer, 2016).

As a consequence of this, it is predicted that, the issues with writing that were brought to light at one college in West Kalimantan will be remedied. Because it is anticipated that both the tutors and the tutees would increase their level of writing skill in those characteristics while engaging in an online learning environment, it is important that digitally mediated peer tutoring in writing class be encouraged. Because of this, it is possible that it would be appropriate to conduct this study because peer tutoring provides the opportunity to participate in digitally-mediated peer tutoring in an environment that is both highly engaging and cooperative, and it does so without any constraints regarding time or location. As a result, it is possible that it would be appropriate to conduct this study.

METHODOLOGY

Interpretation of the findings of this study was accomplished through the use of a qualitative research approach. The results of the Likert scale that were included in the survey were then used to determine how students felt about the use of digitally-mediated peer tutoring in writing class. The purpose of this study was to learn how students felt about the implementation of digitally-mediated peer tutoring in writing class. Because of this, the participants in this study will consist of twenty-three students who are currently enrolled in the third semester of their English education

program at a college located in West Kalimantan.

A questionnaire and an interview were used as the instruments for this research. After the students had finished all of the weeks of the digitally-mediated peer tutoring program, they were given a qualitative open-ended questionnaire that asked them questions about the study strategies they used while completing the digitally-mediated peer tutoring activities as well as their general feelings in regards to its use within the module to support learning.

An interview was also carried out as part of this study in order to complete the evidence of the students' perspectives. It is vital to conduct interviews in order to gather a certain kind of information that the researcher might overlook if they rely solely on the questionnaire for their data collection (Merriam & Tisdell, 2016). The semi-structured interview was chosen so that precise information could be acquired regarding the utilization of digitally-mediated peer tutoring and the attitudes that students have toward it. Therefore, the interview guide from Synder, Nielson, and Kurzer (2016) and Nguyen, Lee, Nguyen, and Naidu (2019) will be updated in relation to the objectives of this study; nevertheless, the questions may be adaptable depending on the desired information from the participants (Merriam & Tisdell, 2016).

The opinion and input of students regarding the use of digitally-mediated peer tutoring was obtained using the tool. Following the completion of a predetermined survey and an interview, students then provide their feedback regarding this medium in order to enhance the utilization of digitally-mediated peer tutoring in writing class in the foreseeable future. The students' perspectives on the efficacy of digitally-mediated peer tutoring were analyzed qualitatively by computing the percentage of students who responded favorably to each question on the questionnaire instrument. The results of this analysis were then used to draw conclusions about the students' attitudes. When employing a Likert scale, the answers of the students to digitally-mediated peer tutoring are considered to be more positive when a higher number is reached.

FINDINGS AND DISCUSSIONS

The present study attempted to examine the students' perception of digitally-mediated peer tutoring in writing class which applied in the EFL learning classroom.

1. **The Utilization of Digitally Mediated Peer Tutoring in Writing Class**

In order to divide the role of tutors and tutees, five tutors were selected based on their academic performance and writing skills, as well as their availability of the internet access and adequate teaching media (laptops or computers). Since they had done the same course before, the training was focusing on how tutors can foster their tutees accurately. The tutor training sessions were conducted in two meetings for forty-five minutes each. The tutor training process included the training on social skills that tutors may need throughout the tutoring sessions and how to provide feedback for the tutees.

The process of digitally-mediated peer tutoring was carried out on Zoom Meeting and Google Docs, where the literary products were discussed and submitted respectively. The actions that were involved in the process of peer tutoring were as follows: 1) coming up with ideas; 2) drafting; 3) reading; 4) editing; 5) choosing the best copy; and 6) evaluating. During the phase of the process known as idea generation, the writing teacher directs the tutors to ask a series of questions that contain stimulating terms. These inquiries include "what?," "do?", "who?," "to?", "with?", "where?", "when?," "how?," and "why?" These thought-provoking questions were designed with the intention of assisting tutees in articulating what it was that they intended to say. In response to

those questions, the mentees provided concise summaries of their life experiences, while the mentors took one-word scratch notes using Google Docs. It is possible for tutors to ask additional questions in order to aid tutees in organizing their thoughts.

During the process of drafting, the crude notes were developed into fundamental sentences, which the authors made an effort to compose in a sequential fashion. It appears that no care was taken with the grammar, spelling, or punctuation of these sentences; in fact, it's possible that they were written in Bahasa. It was requested of the tutors that they assist the tutees by providing more stimulus words, just like in the first step.

After that, the tutors worked hard to inject as much expression as they could into the reading process. It was expected that the tutors and the tutees would take turns reading the draft and working together to try to make the sentences make more sense by defining the appropriate expressions for a more compelling narrative.

The tutees then underlined particular words, phrases, or sentences that, in their opinion, needed to be changed based on the comments made by their tutors and the instructor of the writing class. The criteria consisted of the text's arrangement, the logical progression of ideas, the writer's language and mechanics, and their vocabulary. After that, the tutors went over

any topics that the tutees might overlook and provided any further recommendations that the tutees might think about reviewing.

Furthermore, the best version of the draft was selected, and it was put together to form the whole story. In the end, both the tutor and the tutees in the group discussed and rated their performance. During the process of evaluation, the tutors may consult the writing instructor about the tutees' writing if they have any questions. Actions II and III might have to be carried out outside of the writing class if that's what the groups require in order to meet their goals. As a consequence of this, the procedures contained within those actions could need to be carried out multiple times before the deadline for the completion of the final written output.

2. Students' Perception on Digitally-Mediated Peer Tutoring in Writing Class

1) Difficulties Students Faced with Their Writing Prior to Participating in Digitally-Mediated Peer Tutoring in Writing Classes

Before engaging in digitally-mediated peer tutoring in writing programs, students are needed to engage in independent learning, as non-face-to-face or online learning occurs. Students' learning was kept to a minimum by assigning them individual tasks. Some group tasks were assigned to

the students. However, the vast majority of students complete their own work without consulting their teammates. In addition, based on the tutors' responses, they did the group assignments within their own group. This causes other students to simply duplicate their work.

On the basis of the circulated questionnaire, there were numerous talks discussing the obstacles encountered prior to engaging in the digitally mediated peer tutoring process. The students' difficulties in the writing aspects were mentioned in the table 1.

Table 1. Students' Difficulties Before Implementing Digitally-Mediated Peer Tutoring

No.	Criteria	Total	Percentage
1.	Organization	15	75%
2.	Content	17	85%
3.	Word Choice	16	80%
4.	Voice	18	90%
5.	Sentence Fluency	15	75%
6.	Conventions	13	65%
Total		20	

The first aspect was organization. A total of fifteen students stated that they had difficulties in constructing the organization. In which they might find it difficult to comprehend the organization of writing argumentative text which is included the

introduction, body, and conclusion. In order to hold the readers' attention, the writer must identify his point of view and the purpose, then state his statement. Then, in the body of paragraph, the topic sentence needed to be discussed with supporting details and concluded with concluding sentence. Lasty, in the conclusion, the thesis must be restated and summarized with his argument. The writing needed to be clearly focused to hold the readers' attention. Moreover, the relevant details to enrich the writing had to be added. However, seventeen students with 85% had difficulties in developing their ideas. Sixteen students (80%) had difficulties to choose effective and engaging words in their vocabulary. In regards to the voice aspect, 90% of students had difficulties to write a unique point of view, in which their topic sentence and supporting details were scattered. Moreover, regarding the sentence fluency or grammar, fifteen students still struggle with the consistence variety in their writing. Lasty, thirteen students had difficulties in their punctuation, spelling, and mechanics regarding the English writing conventions.

2) The Attempts Made by the Students to Enhance Their Writing Abilities

Regarding their difficulties in the previous discussion, some attempts were made by the students to overcome the issues in their writing. Those attempts are mentioned in the table as follow.

Table 2. Students' Attempt to Enhance Their Writing Skills

No.	Criteria	Total	Percentage
1.	Individual attempt	4	20%
2.	Discussing with lecturer	2	10%
3.	Discussing with peers	14	70%
Total		20	100%

The first attempt was the action that the students try to do individually, such as finding the answer through books or online resources. The table 2 below showed that four students' try to solve their writing problems by themselves. Meanwhile, only 10% discuss their flaws with their lecturer. The attempt to discuss with peers to solve their writing problems had the highest number in which fourteen students discuss their issue with their friend.

3) Students' Perceptions Regarding the Use of Digitally-Mediated Peer Tutoring in Writing Class

After the implementation of digitally-mediated peer tutoring in writing class, there were some points that the students mentioned as in the table 3 below.

Table 3. Students' Perceptions on Digitally-Mediated Peer Tutoring in Writing Class

No.	Criteria	Total	Percentage
1.	Encouraging their' willingness to write	12	60%

No.	Criteria	Total	Percentage
2.	Motivated to learn	12	60%
3.	Help to understand the material	18	90%
4.	Fixing the writing issues at that time	11	55%
5.	Extending their writing time outside the classroom	16	80%
6.	Enjoyable writing environment with peer tutoring	17	85%
Total		20	

The first point that affected students after the peer tutoring process was increasing students' willingness to write. Accordingly, 60% of students stated that by learning with digitally-mediated peer tutoring, they were more motivated to write. With the same number of students, twelve students gave the response that since they were motivated to learn about new things especially in writing argumentative text, their willingness to write also improved. Moreover, eighteen students stated that digitally-mediated peer tutoring helped them to understand the learning materials. The tutors stated that since becoming a tutor, they could learn twice. The first one was when they did the individual learning, the second one was when they explained the materials to the tutees. Moreover, by learning with their peers, eleven students stated that their peer tutors could fix their writing issues at that time they doing the peer tutoring process. Both tutors and tutees (85% of students) also mentioned on how the learning process could be more enjoyable without any tension with their peers. Lastly, since the peer tutoring process was conducted with digital media, the students had no time and place limitation in conducting the learning process. Thus, 80% of the students stated that they could extend their writing time outside the classroom.

Furthermore, the students' writing skills also improved after implementing digitally-mediated peer tutoring. The details can be seen in the table 4.

Table 4. Students' Difficulties After Implementing Digitally-Mediated Peer Tutoring

No.	Criteria	Total	Percentage
1.	Organization	0	0%
2.	Content	5	25%
3.	Word Choice	3	15%
4.	Voice	5	25%
5.	Sentence Fluency	3	15%
6.	Conventions	0	0%
Total		20	

After receiving the treatment, there were no students who experienced this problem in terms of the conventions and organization. While this was going on, 25% of the student body was still having trouble developing their ideas within their content and stating their voice in a way that was adaptable to their audience. After that, three of the students commented that they were still having trouble finding the right words to use in order to make their writing more interesting. In conclusion, there were three students who struggled to complete their

sentences in a fluent manner. Meanwhile, there were no students faced the issue in the aspects of organization and conventions after the treatment.

4) Obstacles Faced When Using Digitally-Mediated Peer Tutoring in Writing Class

The results of the analysis of the student questionnaires and the interview focused on four challenges that need to be overcome before digitally mediated peer tutoring can be implemented (table 5).

Table 5. Obstacles During the Implementation of Digitally-Mediated Peer Tutoring in Writing Class

No.	Criteria	Tutor	Tutee
1.	Inaccurate provided information by the tutor	2 (40%)	0 (0%)
2.	Unresponsive tutor/tutee	2 (40%)	6 (40%)
3.	Tutors are unaware of tutees' writing difficulties	0 (0%)	2 (10%)
4.	The tutors' explanation is not understood by the tutees	3 (60%)	3 (20%)
Total		5	15

Two tutors expressed concern that they might provide incorrect information to the tutees. However, no tutee raised the same concern about this point. Concerning the response in their groups, two of the tutors stated that they found it difficult to elicit a response from the tutee, particularly when they inquired about the tutees' writing progress. In the meantime, 40% of tutees said

their tutors were unresponsive during their discussion. In terms of tutors' awareness of tutees' writing difficulties, two tutees stated that the tutor had not solved their writing problems. This could be because the tutor was having difficulty explaining what they were trying to say. Approximately 20% of tutees stated that they did not understand the tutors' explanation. Furthermore, 60% of tutors reported having difficulty communicating their ideas to their tutees.

CONCLUSION

The study concluded that students have favorable attitudes toward the use of digitally mediated peer tutoring in writing class. After the peer tutoring process was completed, students' difficulties with writing aspects were also reduced. Furthermore, with the implementation of digitally mediated peer tutoring, online learning, which is typically done in schools, can be made more flexible because learning with tutors or tutees can be done anywhere and at any time. Furthermore, the presence of peer tutors makes the learning process more effective than doing individual learning. It also assists students in improving their tutee skills by encouraging the tutee's willingness to write, motivating them to learn, assisting them in understanding their writing issues, and resolving the writing issues at home. As a result, digitally mediated peer tutoring in

writing is a suitable solution for assisting students in improving their writing skills.

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