

**STUDENTS' FEELING OF PEER TUTORING TOWARD
UNDERSTANDING ENGLISH ESSAY WRITING**

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education



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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

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MOTTO

*“No matter how your heart is grieving, if you keep on believing the dream that
you wish will come true”*

-Cinderella

ABSTRACT

Peer tutoring is one of the mediums for learning English. This research aims to determine participants' feelings in peer tutoring activities for understanding essay writing in English. More specifically, the research investigated their feelings in depth when participating in peer tutoring activities to understand essay writing in English. To achieve the research objectives, researchers used qualitative methods with a narrative inquiry design. Researchers used semi-structured interviews to collect data. Data were analyzed using thematic analysis by Braun and Clarke, and also feeling analysis by Martin and White. Participants participated in this research and shared their feelings during and after participating in peer tutoring activities to understand essay writing in English. The results of this research show that participants felt happiness, helpful to understand English essay writing and also one of the participant said that peer tutoring unable to fully understand English essay writing. Peer tutoring activity could share a knowledge and experiences with friends and tutors, increase participants' knowledge of how to write an abstract, what the structure of writing an essay in English is, and help participants know Journal sources that can be used as references for the thesis. This research suggests using peer tutoring media in essay writing comprehension activities in English because there was a lot of positive feedback from participants.

Keywords: *Peer tutoring; English essay writing; Feeling; Students of English as a foreign language; Narrative inquiry*

PREFACE

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discussed the background, formulation of the problem, the aim of the study, operational definition, and significance of the research.

1.1 Research Background

Learning English in education is very important for every student and many of them have difficulty learning English which would be an obstacle for students in their learning outcomes. This problem is not only at the junior and senior high school levels but also at the college level where students in majoring English language education also experience these difficulties (Megawati, 2016).

Writing an essay is part of productive language skills. In English education, essay writing has the aim that students can write a thesis well which will be the final project later. English essay writing is one of the difficult courses, where the difficulties that occur to students can affect their essay writing (Kurniati & Muin, 2022). The most confusing thing in the earliest, when students want to write an English essay writing, is to find the main topic. The topic of the essay is the initial part that must be directed if the student is going to write an essay (Morgan, 2016).

There are many ways to help students with difficulties while writing an English essay. One way that can be applied is to carry out peer-tutoring activities among those. Peer tutoring is an activity in which students can receive new knowledge through the delivery of fellow students or people of equal status (Jose et al., 2019). Peer tutoring includes two or more students who work in pairs to support learning others. Peer-tutoring aims to make students who do not understand or are still confused about the material will find solutions from peer-tutoring explanations (Iserbyt et al., 2010). According to Maharani & Widhiasih (2016), many students feel impolite when they want to ask questions of their teacher and also, and they fear that they will be disturbing the teacher's activities outside of class hours.

In addition, peer-tutoring explanations will make the students feel less afraid or embarrassed to ask some questions about the confusing material. This is because the students can communicate more enjoy rather than directly with their teacher. On the other hand, peer tutoring will help the students understand one of the topics of learning English, especially the students majoring in English Language Education who are confused about understanding English essay writing in one of their courses (Akhtar et al., 2019).

Akhtar et al. (2019) examined students' feelings of peer tutoring toward understanding English essay writing. This research discussed the effect of peer tutoring in enhancing students' writing abstracts and the

results indicate that the peer tutoring technique enhances students' academic achievement. On the other hand, based on Sinambela (2014), the peer tutor technique can increase students' knowledge in learning algebra. To fill the gap, this research will provide how students feel about peer tutoring toward understanding English essay writing.

Finding a main topic to use in writing an essay is a challenge that students at one of the universities in Pekalongan. Students in the English department feel confused about how to begin organizing their essays. When this happens, students often avoid approaching the teacher directly and instead question other students who have already mastered the content. Besides that, they feel afraid and embarrassed when they wish to approach a teacher directly, pupils tend to ask their classmates more frequently. Peer tutors will be the solution to overcome this difficulty and researchers are keen to study how pupils feel when.

The researcher is interested in examining the feelings of students who have done peer-tutoring as a medium for students learning to understand English essay writing and it would make the students able to write English essay writing well. This research is expected to be able to answer the questions about students' feelings of peer-tutoring toward understanding English essay writing in the one of universities at Pekalongan.

1.2 Formulation of The Problem

This research provides one research question. The researcher explores “**How do students feel when they do peer tutoring?**”. By employing this formula, the researcher hopes to know more about students’ feelings about peer tutoring toward understanding English essay writing. The researcher described the reality as a reflection of our department.

1.3 Operational Definition

To avoid misunderstanding the terms used in this research, the researcher provides some definitions related to the research as follows:

1.3.1 English essay writing: According to Younes & Albalawi (2015), English essay writing includes paragraph organization, language use, and mechanics are three aspects that can potentially influence writing performance.

1.3.2 Peer tutoring: Peer tutoring is an activity in which students can receive new knowledge through the delivery of fellow students or people of equal status (Jose et al., 2019).

1.3.3 Feeling: Feeling is a sensation that has been checked against previous experiences and labelled (Shouse, E., 2005)

1.4 The Aim of The Research

Based on the problem that has been described, this research aim to know more about students' feelings about peer tutoring toward understanding English essay writing.

1.5 Significances of The Research

1.5.1 Theoretical: This research supported Topping's theory about peer tutoring and will contribute to Martin and White's theory related to students' feelings.

1.5.2 Empirical: This research gives empirical insight into the feelings of students in understanding English Essay Writing through peer tutoring.

1.5.3 Practical: This research presented information for readers about students' feelings of peer-tutoring toward understanding English Essay Writing using the narrative inquiry method.

CHAPTER V

CONCLUSION

5.1 Summary of the Findings

Based on the explanation above, it was found the feeling of peer tutoring toward understanding English essay writing can be categorized into positive and negative feelings. The positive feeling of peer tutoring shows that this activity was happiness activity and helpful activity. Helpful activity happened that the participants could understand how to write an abstract, could help the students understand the structures of English essay writing, could help the students to know about several sources that can be used as references for the final project, could help the students gained knowledge from others or between tutors and peer, and the participant also recommended this activity for students who still confused about English essay writing. The negative feeling of peer tutoring towards understanding English essay writing is that it cannot provide English essay writing in more detail because this peer tutoring was still in basic learning that was suitable for beginners.

In addition, all the participants claimed that peer tutoring was not as stressful as studied in class. All participants also said that they were free to ask the tutor about the material in English essay writing without fear or embarrassment and they were happy because they could share new experiences and knowledge with the tutors. All that happened because the tutor's age gap was not far from them.

5.2 Recommendation

The researcher would like to recommend students use peer tutoring as an English learning medium for understanding English essay writing. It can encourage and influence students to understand English essay writing. Additionally, this research seems to have some limitations. Therefore, further research can be developed by examining the feelings or experiences of the teachers who use peer tutoring as a medium for teaching English essay writing. Thus, the research on this topic has resulted from only one side, the students. For further research, the researcher also would like to suggest further researchers expand this research with a different topic or methods.

Besides that, further researchers can explore the students' feelings of peer tutoring with other theories about understanding English essay writing. Eventually, the researcher hopes that this research can be used as a reference by teachers or tutors to assist in English teaching and hopes this research also can be used as a reference by students to assist in learning English, especially in English essay writing.

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