

**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



By:

NADA MAULIDA CHAWWAUL HANA
SN. 2519076

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H. ABDURRAHMAN WAHID PEKALONGAN
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2023**

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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

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

Wassalamu'alaikum Wr.Wb.

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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

ABSTRAK

Tutor sebaya adalah salah satu media untuk belajar Bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui perasaan partisipan dalam kegiatan tutor sebaya untuk pemahaman menulis esai dalam Bahasa Inggris. Secara lebih khusus, penelitian tersebut menyelidiki perasaan mereka secara mendalam saat mengikuti kegiatan tutor sebaya dalam pemahaman menulis esai dalam Bahasa Inggris. Untuk mencapai tujuan penelitian, peneliti menggunakan metode kualitatif dengan desain narrative inquiry. Peneliti menggunakan wawancara semi-terstruktur untuk mengumpulkan data. Data dianalisis menggunakan menggunakan analisis tematik dari Braun dan Clarke, serta analisis perasaan oleh Martin and White. Partisipan berpartisipasi dalam penelitian ini dan membagikan perasaan mereka selama dan setelah mengikuti kegiatan tutor sebaya dalam memahami menulis esai dalam Bahasa Inggris. Hasil dari penelitian ini menunjukkan bahwa partisipan sangat enjoy dan senang saat mengikuti kegiatan tutor sebaya, partisipan dapat berbagi ilmu dan pengalaman kepada teman dan tutor, menambah pengetahuan partisipan bagaimana cara membuat abstrak, apa saja struktur dari menulis esai dalam Bahasa Inggris, serta membantu partisipan mengetahui sumber-sumber jurnal yang dapat dijadikan referensi untuk skripsi. Penelitian ini menyarankan penggunaan media tutor sebaya dalam kegiatan pemahaman menulis esai dalam Bahasa Inggris karena banyak umpan balik positif dari partisipan.

Kata kunci: Tutor sebaya; Menulis esai dalam Bahasa Inggris; Perasaan; Pelajar bahasa Inggris sebagai bahasa asing; Pertanyaan naratif

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

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled **“Students’ Feeling of Peer Tutoring Toward Understanding English Essay Writing”** can be completed. It is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the Sarjana Pendidikan degree at the English Education Department of Faculty of Education and Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of many supports of several people. Therefore, on this occasion, I would like to express my sincerest gratitude to:

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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 II

THEORETICAL BACKGROUND

2.1 Theoretical Review

In this chapter, the researcher reviewed some theories related to this research. Those are writing an English essay writing, definition and types of peer-tutoring, and theory of feeling.

2.1.1 Writing an English Essay

Writing an essay never seems to be very simple. It necessitates the capacity to judge acceptable grammar, creative thinking, and the ability to explore and combine key and supporting concepts before final editing (Kareem, 2014). According to Younes & Albalawi (2015), paragraph organization, language use, and mechanics are three aspects that can potentially influence writing performance such as content and vocabulary including elements of how to formulate ideas, and develop and analyze them before displaying the essay writing as a final draft.

2.1.2 Peer-Tutoring

Peer tutoring was characterized by Topping (2009) as persons from comparable social groups who are not trained teachers helping each other learn while also learning by teaching. Besides that, Paul & Jhon (2012) claimed that peer tutoring is

recommended to implemented, also this approach enhances student achievement and skill development.

Students' same-age and student cross-age are two types of peer tutoring considering students' age Alegre et al. (2019). Students' same age means that the students who in the same grade and the same school. Students' cross-age means students with different grade levels. Scruggs & Osguthorpe (1986) mention that students more improve when older tutors help them than those the same age help them.

Topping et al., (2004) also state that when older tutors are applied in peer tutoring it can be a success and they recommend an age gap of at least two to five years between tutors and tutees in peer tutoring. In addition, reciprocal and fixed tutoring are two categories of peer tutoring considering students' roles.

Fixed tutoring is one of the categories that is recommended because this type looks as if it is logical that the most knowledgeable students will tutor other students who are less understanding Walker et al. (2009). Therefore, fixed tutoring means that students do not switch roles and keep being students as tutees and students as a tutor from the beginning to the end of peer tutoring. On the other hand, peer tutoring also has disadvantages. The one of the advantages of peer tutoring is peers may lack the

knowledge and professionalism an experienced teachers can provide (Topping & Ehly, 1998).

2.1.3 Theory of feeling

This research was focused on students' feelings of peer tutoring towards understanding English essay writing and analyzed by using the language appraisal theory based on Martin & White (2005). The researcher chose attitude as an appraisal that serves to interpret the interpersonal meaning. Attitude was chosen because it deals with feelings. Besides that, attitude is classified into three domains of feelings, such as *affect, judgment, and appreciation*. To get data from students' feelings, the researcher used attitude to categorize the data based on effect (*affect as security: confidence, affect as happiness: cheer*), judgment, and appreciation (*appreciation as positive impact*).

2.1.3.1. Feeling of affect

According to Martin and White (2005) affect in the realist type is divided into un/happiness, in/security, and dis/satisfaction. In the unhappiness there are misery and antipathy (feeling against). Happiness there are cheer (comfort and happy), and affection (love). Next insecurity there are disquiet (anxiety) and surprise. Security there are confident and trust. The last, dissatisfaction there are ennui and feeling of

displeasure. Satisfaction there are interest and admiration.

2.1.3.2. Feeling of judgment

According to Martin and Rose (2003) judgment is a matter of both positive and negative assessments related to behavior towards something being discussed. Judgment includes esteem (good behavior) and sanction (agreement with a statement). Esteem consists of normality (behavior), capacity (strong and weak). While, tenacity (firm and brave behavior). Sanction consists of veracity (honest or dishonest behavior) and propriety (evil or inappropriate behavior).

2.1.3.3. Feeling of appreciation

Wirdiati (2006) stated that appreciation consists of positive and negative with including reaction, composition, and valuation. Reaction is divided into impact (strong influence) and quality (nature). Impact is shown by exciting or boring reaction, while quality is the form of positive or negative reaction.

2.2 Previous Studies

There are some studies concerning peer-tutoring toward understanding English Essay Writing. Sytsma et al. (2019) conducted research entitled “Peer Tutoring as a Model for Language and Reading Skills Development for Students who are English Language Learners”. This article claims that peer tutoring and cross-age tutoring and the identifiable advantages these programs might present as compared with traditional teacher-led methods. The Researchers also recommended implementing peer tutoring for dual language and English learner students are discussed.

Li (2018) conducted research entitled “Challenges and Issues in academic writing: Perspectives from peer tutors”. The participants of this study were 39 peer tutors on academic writing and these tutors were recruited as part of a peer tutoring program at a Hong Kong university. The result of this study showed that show that their participation in the program has contributed to their thinking about academic writing issues. In particular, they were able to identify recurrent problems in their tutees’ academic writing and develop ways of dealing with them.

Alrajhi & Aldhafri (2015) conducted research entitled “Peer Tutoring Effects on Omani Students' English Self-Concept”. This research investigated the influence of a peer tutoring program implemented at Sultan Qaboos University on students’ English self-concept. The researchers recruited 125 students at Omani University. The results of this research were peer tutoring had a positive influence on English self-concept.

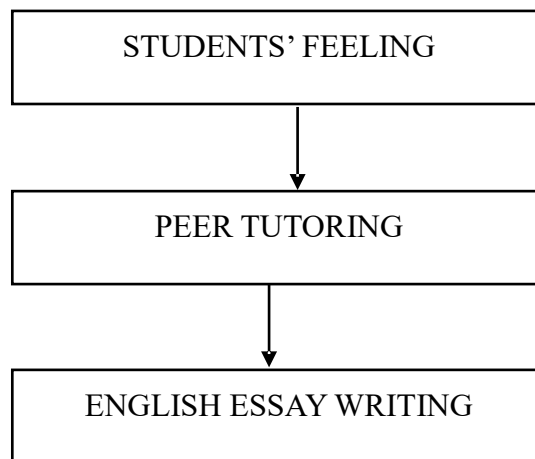
Hidayah (2014) conducted research entitled “The Effectiveness of Peer-Tutoring Towards Students’ Understanding in Using Simple Past Tense”. This article showed that the students who did peer tutoring had higher scores than those who did not do peer tutoring. The participants were students in the eighth grade of MTS 19 Jakarta and this study used the T-test as a determinant of the results of the analysis.

Available research mostly investigated the effectiveness of peer tutoring for students to understand several materials. The difference between this research with the previous study was the focus of the study. Therefore, this current research intends to fill the gap that is still limited by investigating how they feel when doing peer tutoring on understanding essay writing, the number of participants, and the location.

2.3 Conceptual Framework

This research presented the students' feelings of peer-tutoring toward understanding English essay writing. The researcher used participants' stories about their feelings while participating in peer-tutoring toward understanding English essay writing. In data analysis, the researcher used thematic analysis by Braun and Clarke (2008) and theory by Martin and White's theory (2005) related to the participants' feelings.

Figure 2.1 Conceptual Framework



CHAPTER III

RESEARCH PROCEDURE

This chapter presents how the research was conducted by the researcher to make the discussion clear. There are several parts of this chapter, that describe the research methodology, research context, setting and participant, data collection, data analysis, research steps, and research schedule.

3.1 Research Methodology

This research explored students' feelings of peer-tutoring toward understanding English essay writing. Subsequently, this research implemented narrative research. Narrative research is a research design that focuses on someone's story about their feeling (Connely and Clandinin, 1990). The participants told their stories about understanding English essay writing by using peer tutoring. Afterward, the researcher described their feelings of peer-tutoring toward understanding English essay writing by narrating their story.

3.2 Research Context

This research focused on the students' feeling of peer-tutoring toward understanding English essay writing. In the previous studies, much discussed about the effectiveness of peer-tutoring as a medium in learning essay writing. Therefore, the researcher is interested in investigating the students' feelings of peer-tutoring toward understanding English essay writing since the studies related to this topic are still limited.

3.3 Setting and Participant

This research was conducted in one of the universities of Pekalongan in Central Java, Indonesia. Besides that, the participants of this research consisted of one male and one female around 20-21 years old. The researcher has chosen them because they used peer tutoring for learning and understanding English essay writing which was held by a legal organization at their university.

Table 3.1 List of Participants

| No. | Name of Participants (Pseudonyms) | Gender | Age | Description |
|-----|-----------------------------------|--------|-----|--|
| 1. | Salma | Female | 20 | Student in one of the universities of Pekalongan, who has used peer-tutoring in understanding English essay writing. |
| 2. | Rony | Male | 21 | Student in one of the universities of Pekalongan, who has used peer-tutoring in understanding English essay writing. |

3.4 Data Collection

The semi-structured interview is used by the researcher to collect the data for this research (Sugiyono, 2015). The researcher focused on students' feelings of peer-tutoring toward understanding English Essay Writing. The semi-structured interview gives interviewees flexibility to answer the interviewer's questions and provide more detailed information (Barkhuizen et al., 2014). The interview session will use the Indonesian language to avoid the interviewees' misunderstanding and misinterpretation of the question.

The interview session was conducted for about ten to twenty minutes using an audio recording on a mobile phone. Participants talked freely about their stories according to their experiences while participating in peer tutoring. The location and timing of the interview session were adjusted to the participants' schedules.

3.5 Data Analysis

The researcher transcribed and translated the interview data from Indonesian into English. The researcher read the transcript several times to help this research. Besides that, the interview data were analyzed by using thematic analysis with the theory of Braun and Clarke (2008). Here are the steps for analyzing the data using thematic analysis (Braun and Clarke, 2008).

1. Familiarizing yourself with your data: It means that the researcher will read and re-reading the data, transcribe it (if the researcher needs to), and make initial notes
2. Generating initial codes: It means that the researcher will collect the data pertinent to each code, and methodical coding of important data aspects across the full data collection
3. Searching for themes: It means that the researcher will assemble all information pertinent to each potential theme and group codes into potential themes
4. Reviewing themes: It means that the researcher will create a thematic "map" of the analysis to show how the themes relate to the coded extracts and the overall data set
5. Defining and naming themes: It means that the researcher will ongoing the investigation to improve the details of each topic and the overall narrative that the analysis conveys, producing precise definitions and titles for each of them
6. Producing the report: It means that at the last chance for analysis. the final analysis of the chosen excerpts, the connection of the analysis to the research topic and the literature, and the creation of a scholarly report of the study

After that, the interview data were analyzed by using Martin and White's theory (2005) and support theories related to the students' feelings. To get data from students' feelings, the researcher used attitude to categorize the data based on effect (*affect as security: confidence, affect as happiness: cheer*), judgment (*positive and negative judgment*), and appreciation (*appreciation as positive impact*).

3.6 Research Steps

This research was done through several steps as follows:

1. Exploring the problem of a phenomenon: The researcher explored a phenomenon that would be discussed in this research.
2. Conducting a literature review: In this step, the researcher collected many sources related to the phenomenon.
3. Explaining the purpose of the research: After conducting several literature reviews, the researcher explained the purpose of the research
4. Conducting the data: To collect the data, the researcher used face-to-face interviews with the participants
5. Analyzing the data: The researcher analyzed the data using thematic analysis developed by Braun & Clarke (2006)
6. Reporting the result of the research: In the last step, the researcher reported the result of the research in a narrative form

3.7 Research Schedule

3.2 Table of Research Schedule

| No | Activities | Jul. 2022 | Dec. 2022 | April. 2023 | July. 2023 | Oct. 2023 |
|----|-------------------------------------|--------------|--------------|----------------|---------------|--------------|
| 1. | Submission of research topic | ■ | | | | |
| 2. | Research topic approval | ■ | | | | |
| 3. | Writing research proposal | | ■ | | | |
| 4. | Proposal approval | | ■ | ■ | | |
| 5. | Seminar proposal examination | | | ■ | | |
| 6. | Conducting and writing the research | | | | ■ | |
| 7. | Estimation of thesis examination | | | | | ■ |

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Results

The interview was conducted with two students in one of the universities in Pekalongan between June 30 and July 01, 2023. After analyzing the data, the researcher found some categories of feelings when the students learning English essay writing used peer tutoring.

4.1.1 Students' feeling of peer-tutoring

Based on the interview data, the researcher found there were two students' feelings of peer tutoring namely feelings of affect, feeling of judgment, and feeling of appreciation of peer tutoring toward understanding English essay writing stated by students.

4.1.1.1 Happiness and Enjoy

Peer tutoring is one of the fun activities for students to help them understand English essay writing and participants stated that they felt enjoy when they did peer tutoring to understand English essay writing. It is by the statements by the participants as follows:

“When I attended the first meeting, it turned out that I did not feel as tense as I thought before”

(Rony 1st July 2023)

“The activity is fun because studying with a tutor whose age distance is not far from us, so enjoy if want to ask him”

(Salma 30th June 2023)

In the sentence of Rony’s statement “I did not feel as tense as I thought before” included in the feeling as affect with the category happiness; cheer. It shown by his feeling when he was joined peer tutoring activity, he was not felt as tense. Besides that, in the sentence of Salma’s statement “The activity is fun” which also includes feeling as affect with the category happiness; cheer.

“Well after a few meetings, I feel happy, fun, and can enjoy well to learn about English essay writing through this peer-tutoring.”

(Rony 1st July 2023)

“After a few meetings, I felt more comfortable or enjoyed when I learned English essay writing with this medium”

(Salma 30th June 2023)

Feeling as affect with the category security; confident also shown in their statement. First, from Rony’s statement in sentence “can enjoy well to learn”. He felt enjoy well, when he learned English essay writing through peer tutoring. Second, from Salma’s statement in sentence “I felt more comfortable”. Salma also felt comfortable when she learned English essay writing used this medium”

Based on the results of the participants' interviews, it was found that peer tutoring is one of the activities or medium that help the students understand English essay writing comfortably and enjoyed. Besides that, all participants agreed that peer tutoring that they joined is a fun activity to learn English, especially in understanding English essay writing.

4.1.1.2 Helpful activity

One of the participants stated the peer tutoring that she joined can help her to learn English, especially in understanding English essay writing. It can be seen from her statement below:

“That’s right, in understanding English essay writing at the beginning, this peer tutoring activity has been very helpful for me”

(Salma 30th June 2023)

Based on Salma's statement in sentence “peer tutoring activity has been very helpful for me”, she agreed that peer tutoring is an activity that can help her understand English essay writing. She can understand how to make an abstract, she can understand the structure of an English essay, and she can know some journal sources that can be used as references for her thesis. It can be seen from her other statement below:

“The focus taught by a tutor was how to write an English essay writing by starting with introducing the structure of an English essay, how to write an abstract, and being told some journal sources that could be used as references later for the thesis.”

(Salma 30th June 2023)

4.1.1.3 Unable to fully understand

One of the participants stated that the peer tutoring that he joined is unable to fully understand English essay writing. It can be seen in his statement below:

“But those who want to learn more, have to go back to study with the lecturer because the peer tutoring that I participated in has not been explained in detail and has not been asked to write an essay, just focus on how to compile and choose the right words to compile an essay”

(Rony 1st July 2023)

As a results from the interview data, in the sentence of Rony’s statement “has not been explained in detail “, so it was found that peer tutoring that he joined was unable to fully understand English essay writing. He could understand only basic English essay writing such as the structure of the essay and writing an abstract. He also stated that, if the students want to learn more detail about English essay writing, the students must learn from their lecturers who taught English essay writing.

4.1.1.4 Recommended activity

All of the participants stated that peer tutoring is a recommended activity to follow in understanding English Essay Writing. It is following the statements by the participants as follows:

“In my opinion, the peer tutoring activity held this time is suitable for beginners those who still don't know what English essay writing, because tutors focus on teaching basic material from English essay writing so that it can help beginner learners to better understand the beginning of English essay writing”

(Rony 1st July 2023)

Based on Rony's statement in this sentence “suitable for beginners”, he stated that peer tutoring is a recommended activity for beginners because the tutor of this activity focuses on basic English essay writing. Besides that, Salma's statement can be seen as follows:

“Can share knowledge with other friends, can also share with tutors without fear because they are like one peer all. By sharing it, I gained new knowledge about English essay writing”

(Salma 30th June 2023)

“And I highly recommend joining this peer tutoring”

(Salma 30th June 2023)

On the other hand, from sentence of Salma's statement "highly recommend", it means that peer tutoring that she joined was highly recommended for students. Especially, students who were still confused about English essay writing could understand it through peer tutoring. Besides that, Salma also stated that peer tutoring activity could gain new knowledge for students obtained from sharing between peers and tutors shown by this sentence "Can share knowledge with other friends".

4.2 Discussion

4.2.1 Students' feeling of peer-tutoring

Based on the results, the researcher discussed the students' feelings of peer tutoring toward understanding English essay writing by some categories. The researcher found four categories of peer tutoring namely peer tutoring is a fun activity, peer tutoring is positive judgment, peer tutoring is negative judgment, and peer tutoring is an appreciation that recommended joining according to the participants' statements.

4.2.1.1 Fun activities

Based on the results of the study, Rony and Salma felt that peer tutoring was an enjoyable activity for students to gain a piece of knowledge and help students understand English essay writing. Rony and Salma did not feel as tense but they felt enjoyed because

they studied with a tutor whose age distance was not far from them.

The finding is in line with Topping et al., (2004) theory that peer tutoring can be successful when the gap between tutor and tutees or student in peer tutoring activity is at least two to five years between tutors and tutees or students in peer tutoring activity. It happened because many of the students felt embarrassed to ask about some material that they student still did not understand to their teacher or their lecturers, so peer tutoring is the one of activities to help the students understand English essay writing.

4.2.1.2 Helpful activity

Salma mentioned the peer tutoring that she followed helped her to understand English essay writing in the beginning. She felt that peer tutoring could provide some materials of peer tutoring completely. She could understand the material of English essay writing such as, how to make an abstract, know about the structure of English essay writing, and know about several sources that can be used as references for the final assignment.

Salma's statement is in line with Akhtar et al., (2019) theory which stated peer tutoring is one of the activities that can help students understand one of the materials or topics of learning English, especially students majoring in English education who are confused about understanding English essay writing.

4.2.1.3 unable to fully understand

Another statement from Rony's statement was that peer tutoring was unable to fully understand English essay writing. He felt that peer tutoring did not provide English essay writing in more detail than taught by his lecturers in his college. Peer tutoring that he joined was more suitable for beginners who did not understand the basics of English essay writing.

Therefore, after participating in this activity, the students gained initial knowledge of what English essay writing to prepare for later when the students will study English essay writing in more detail with the lecturer or teacher in one of the courses in college especially in the English department. It is in line with the statement by Topping K and Ehly S (1998), in their research stated that peers may lack the knowledge and professionalism an experienced teachers can provide.

4.2.1.4 Recommended activity

All participants stated that peer tutoring was a recommended activity to join, but Rony and Salma had different statements about it. Rony stated that the peer tutoring he joined only focused on basic English essay writing. So, this activity was recommended for beginners or students who did not understand English essay writing.

Besides that, Salma stated that peer tutoring was highly recommended for students to understand English essay writing, and peer tutoring could gain new knowledge obtained from sharing between peers and tutors.

Salma's statements were in line with Paul Comfort and Jhon James (2012), in their study they claimed that peer tutoring is recommended to implemented, also this approach enhances student achievement and skill development. Through peer tutoring that Salma joined, she could share a piece of knowledge and share about English essay writing tutors with enjoyed, and she recommended this activity for people or new students who want to learn or understand English essay writing to join.

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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ENCLOSURE

Enclosure 1: Interview Question

INTERVIEW QUESTION

1. Pengalaman belajar apa yang pernah kamu dapatkan untuk memahami English essay writing? Coba ceritakan dong...
2. Apa jenis essay writing yang paling kamu suka dan menurutmu sangat mudah untuk dimengerti serta kamu merasa senang saat menulis essay? Coba ceritakan kenapa si kamu suka dengan jenis tersebut, dan apa saja english essay writing yang telah kamu tulis sendiri
3. Apakah kamu pernah mengikuti tutor sebaya/ english club yang diadakan oleh lembaga legal dikampus (bisa organisasi) sebagai salah satu media untuk belajar english essay writing? Ceritakan dong pengalamanmu saat mengikuti kegiatan tersebut, kamu belajar apa aja waktu pembahasan english essay writing
4. Lalu, selain tutor sebaya/ english club apakah kamu pernah menggunakan media lain untuk belajar english essay writing?
5. Bagaimana perasaan kamu saat mengikuti kegiatan tutor sebaya tersebut? Bisa dijelaskan kenapa kamu menagalami perasaan tersebut?
6. Apakah kegiatan tutor sebaya yang kamu ikuti dapat membantu kamu untuk lebih mengerti english essay writing?
7. Adakah perasaan lain yang menunjukkan ciri2 tertentu/gerak gerik/ciri fisik ketika kamu mengikuti kegiatan tutor sebaya untuk memahami english

essay writing? (Contohnya, adakalanya perasaan gelisah karena penjelasan terlalu cepat/ enjoy karena penjelasan sangat interaktif atau lainnya) bisa diceritakan

Translate:

1. What learning experiences have you had to understand English essay writing? Try telling me...
2. What type of essay writing do you like the most and do you think it is very easy to understand and do you feel happy when writing essays? Try to tell me why you like this type, and what English essay writing you have written yourself
3. Have you ever participated in a peer tutor/English club held by a legal institution on campus (can be an organization) as a medium for learning English essay writing? Tell me about your experience when you took part in this activity, what did you learn when discussing English essay writing
4. Then, apart from peer tutors/English clubs, have you ever used other media to learn English essay writing?
5. How did you feel when you took part in the peer tutoring activity? Can you explain why you are experiencing these feelings?
6. Can the peer tutoring activities that you participate in help you to understand English essay writing better?
7. Are there any other feelings that show certain characteristics/gestures/physical characteristics when you take part in peer

tutoring activities to understand English essay writing? (For example, sometimes you feel anxious because the explanation is too fast or enjoyed because the explanation is very interactive or something else) can be explained

Enclosure 2: Transcription of Interview

TRANSCRIPTION OF INTERVIEW

| | | |
|---------------------|---|--|
| Name (disguised) | : | Translate Salma's Interview Data |
| Interviewer | : | Hi Salma, long time no talk with you, how are you? |
| Salma | : | Hi Nad, Alhamdulillah I am oke, how about you? |
| Interviewer | : | Alhamdulillah I am okay too, Sal Thanks in advance yeah, because you have taken the time to be a participant in my research. You don't have to worry about your identity being exposed, I will keep it as secret as possible. So, you are free to tell all your experiences without fear of spreading who you are. Can the interview session for the first question begin? |
| Salma | : | Okay Nad, please your first question |
| Interviewer | : | First question, What learning experiences have you ever had to learn English essay writing? |
| Salma | : | Okay nad, my first experience learning English essay writing was when I was in the second semester of college. Incidentally, English essay writing became one of the compulsory courses at that time. For the second experience, I participated in an English club (peer- tutoring) activity held by one of the official organizations |

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| | | on campus. |
| Interviewer | : | Okay, it means you have participated in activities outside of college hours to learn English essay writing. Then, so far what type of English essay writing do you like? Why do you like that it? |
| Salma | : | Yes, nad. I prefer the type of creative essay writing, which is like telling personal experiences that are usually needed by scholarship institutions. Why do I prefer that type, because it is easy to write, the language is not too rigid, but still contains weighty content that is to convey an argument. |
| Interviewer | : | Well, you prefer the type of creative essay writing. In the next question, you mentioned learning English essay writing through an English club (peer tutoring). You can tell us about your experience and what you learned or understood when participating in the activity. |
| Salma | : | Okay, I tell you ya When I participated in the activity, the focus taught by the tutor was how to write an English essay writing by starting with introducing the structure of the essay, how to write an abstract, and being told some journal sources that could be used as references later for the thesis. There are not too many participants, only about five to six |

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| | | <p>students, so they are more focused. Then, the meeting is every two weeks. The tutor is a senior whose age is not too far from us and who follows the English club. The activity is really enjoyable because studying with people whose age distance is not far from us. Besides being enjoy, we also learn more enjoyed or not tense when studying directly with lecturers and are more focused.</p> |
| Interviewer | : | <p>Oh, I see</p> <p>Apart from the English club or peer tutoring that you joined, are there any other media or methods for learning and understanding English essay writing?</p> |
| Salma | : | <p>There are no other formal media for understanding English essay writing. Just read and wrote by myself because they were my hobbies.</p> |
| Interviewer | : | <p>Okay, that means you learn English essay writing directly from lecturers and peer tutoring or the English club, right?</p> <p>You've already told me how you experienced participating in peer tutoring or English club activities, Now can you tell me how you felt while participating in these activities?</p> |
| Salma | : | <p>Yes, Nad only these methods</p> <p>Oke, awal pertemuan sih lumayan deg-degan dan</p> |

| | | |
|-------------|---|---|
| | | <p>bertanya-tanya apa sih yang mau diajarkan pada kegiatan ini? Materinya susah atau tidak? Tapi disini lain juga sangat excited mengikutinya. Nah, setelah beberapa pertemuan aku merasa lebih nyaman, lebih asik, lebih enjoy untuk belajar English essay writing dengan metode seperti ini. Suasananya tidak terlalu tegang, bisa sharing ilmu ke teman lain, bisa sharing juga ke tutornya tanpa rasa takut karena seperti satu sebaya semua. Dengan sharing itu aku mendapatkan pengetahuan baru tentang English essay writing.</p> <p>Okay, at the start of the meeting, I was quite nervous and I was wondering what would be taught in this activity. Is the material difficult or not? But on the other hand, I am also very excited to follow it. Well, after several meetings I felt more comfortable, more fun, and more enjoyed learning English essay writing with this method. The atmosphere is not too tense, you can share knowledge with other friends, and you can also share it with the tutor without fear because everyone is the same age. By sharing this, I gained new knowledge about English essay writing.</p> |
| Interviewer | : | Oke sal, dapat disimpulkan kalau kegiatan peer tutoring atau English club yang kamu ikuti dapat membantu kamu |

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| | | <p>untuk belajar dan memahami English essay writing ya.</p> <p>Okay, Sal, it can be concluded that the peer tutoring or English club activities that you join can help you to learn and understand English essay writing.</p> |
| Salma | : | <p>Iya betul, menurut saya untuk pemahaman tentang English essay writing sudah sangat membantu dan saya sangat merekomendasikan untuk mengikuti per tutoring ini.</p> <p>Yes, that's right, in my opinion, understanding English essay writing, very helpful and I highly recommend following this tutoring.</p> |
| Interviewer | : | <p>Okay, Salma</p> <p>Sekali lagi terima kasih ya sudah mau meluangkan waktu untuk saya wawancara.</p> <p>Cukup sampai sini saja sesi wawancara kita. Sampai jumpa dilain waktu ya Sal</p> <p>Once again, thank you for taking the time to be my participant.</p> <p>That's enough for our interview session. See you next time, Sal</p> |
| Salma | : | <p>Oke nada, your welcome</p> <p>Fighting!</p> |
| Interviewer | : | <p>Thanks, Sal.</p> |

| | | |
|---------------------|---|---|
| Name (disguised) | : | TranslateRony's Interview Data |
| Interviewer | : | Hi Rony, long time no talk with you, how are you? |
| Rony | : | Halo nad, iya nih alhamdulillah baik, kamu? Hi Nad, Alhamdulillah I am fine, you? |
| Interviewer | : | Alhamdulillah I am fine too, Ron Thanks in advance yeah, because you have taken the time to be a participant in my research. You don't have to worry about your identity being exposed, I will keep it as secret as possible. So, you are free to tell all your experiences without fear of spreading who you are. Can the interview session for the first question begin? |
| Rony | : | Okay Nad, please. |
| Interviewer | : | First question, What learning experiences have you ever had to learn English essay writing? |
| Rony | : | Well, the first experience I had learning English essay writing was during the second semester of college. Then, the second is when taking part in an English club or peer tutoring in 2022 held by a campus legal organization. Those are just my two experiences it seems. |
| Interviewer | : | Okay, that means you've participated in English club |

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| | | activities or peer tutoring to understand English essay writing, right? So, what type of English essay writing do you prefer? Why do you like this type? |
| Rony | : | The type of essay that I like the most is a description essay because I think this essay is easy to understand and the object can be experienced. I enjoy writing essay descriptions, and about seven of the essay descriptions that I have compiled I have uploaded on one of the Google websites. |
| Interviewer | : | Wow, you're cool Rony. Next question, You mentioned learning English essay writing through an English club (peer tutoring). Can you tell me about your experience and what you learned or understood when taking part in this activity? |
| Rony | : | Hahaha alhamdulillah Nad, Okay I'll tell you what I remember. Initially, when I was about to have my first meeting, I thought that this activity was the same as learning activities in class with lecturers. As time went by, it turned out that I enjoyed it more than the direct lecturer. The problem is that I know the tutor, it just so happens that the tutor is not much different in age from me. What the tutor teaches is how to write references correctly, find |

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| | | sources for thesis references, the structure of English essay writing, and write papers. |
| Interviewer | : | Oh, okay Ron Apart from the English club or peer tutoring that you joined, are there any other media or methods for learning and understanding English essay writing? |
| Rony | : | So far that's all, there are no other classes or media that I have followed to understand English essay writing. |
| Interviewer | : | Okay, that means you learn English essay writing directly from lecturers and peer tutoring or just an English club, Rony. You've already told me how you experienced participating in peer tutoring or English club activities, Now can you tell me how you felt while participating in these activities? |
| Rony | : | Okay, because this peer tutoring or English club activity is my first learning activity apart from studying with the lecturer, I think that this activity is just as tense as studying with the lecturer. After attending the first meeting, it was not as tense as I had imagined. I was tense because I was afraid, I wouldn't be able to follow this activity well and I realized that writing is not my passion. Well, after a few meetings, I started to enjoy, and have |

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|-------------|---|--|
| | | fun learning or understanding English essay writing better through this club than with lecturers who are more intimidating Hehe |
| Interviewer | : | It can be concluded that you enjoy the peer tutoring or English club activities that you join yeah. If you feel that you enjoy and have fun taking part in peer tutoring or the English club, can it be said that the peer tutoring you take part in can help you to learn or understand English essay writing? |
| Rony | : | In my opinion, the peer tutoring activity held at this time is suitable for those who are new to English essay writing because the tutors focus on teaching the basic material of English essay writing so that it can help beginner students to better understand the beginnings of English essay writing. However, those who want to learn more, have to go back to studying with the lecturer, because the peer tutoring that I participated in was not explained in detail or detailed and I was not asked to write the whole thing, only focused on how to organize and choose the right words to compose an essay. |
| Interviewer | : | Oh, I see Ron, all right. Once again, thank you for taking the time to be my research participant. |

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| | | That's enough for our interview session. See you next time |
| Rony | : | Okay, Nad. Your welcome Fighting ya! |
| Interviewer | : | Thanks, Ron. |



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

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