

CHAPTER I

INTRODUCTION

1.1 The Background of Study

Perception was a subjective experience, and no two people viewed the world in the same way. People's views were shaped by their emotions, cultural factors, and social interactions (Maher, 2024). Perception was commonly used to describe one's encounters with an item or event. This perception was described as the process of combining and organizing sensory input (vision) so that it could be produced in this manner. Human or social perception was a sort of perception that involved the process of interpreting social objects and events in one's surroundings. Each person perceived reality differently. In this study, perception was very much needed to find out the opinions of students at SMP Tamansiswa Medan regarding the role of peer tutors in English learning.

Peer tutoring was a learning method that involved all students in the group actively discussing, teaching each other, and listening to directions or guidance from smart students as tutors. The main goal of peer tutoring was to help students who had not yet mastered a certain subject or skill. Peer tutoring referred to students working in groups to help one another learn material or practice an academic task. Peer tutoring worked best when students of different ability levels worked together. According to Rahmasari (2017), peer tutoring was a technique in which students simultaneously acted as tutors and tutees. Peer tutoring provided for increased rates of student reaction and feedback, resulting in improved

academic performance. It also gave students additional opportunities to practice certain skills, resulting in higher retention. Teaching another student a topic helped the student tutor gain a better knowledge of it. Peer tutoring encouraged students to ask questions before, during, and after tutorial sessions, to cooperate and participate actively in all tutorial activities, to solve difficulties together, to be prompt, and to attend all tutorial sessions. Their confidence also grew when they were asked to teach or mentor one another.

English was challenging because English was such a large sector; competency in the language was critical for competitiveness. Good English proficiency promoted competition, which was advantageous to our country. English originated decades ago as a result of the transnational movement known as globalization. More and more people were learning to speak this language, and more and more individuals relied on it to get work or achieve success (Agustin, 2015). As a result, the difficulties students had in accomplishing their English learning objectives were issues that had to always be investigated to develop answers. The most important efforts should have been made to motivate youngsters to be enthusiastic about learning at all times. To inspire students to study English, it was critical to meet their requirements, encourage them, and set learning objectives. As a result, the researcher chose narrative text as a medium that might increase students' interest in learning the English language.

A writer had to be able to create an interesting story to entertain the reader. Narrative text was one of the texts that had to be mastered by students. Furthermore, narrative texts made reading activities more pleasurable and

improved students' reading comprehension, allowing them to explore the moral principles inherent in the reading (Rohmana and Amalia, 2024). The narrative text had several components, such as social function, generic structure, language features, and others, in which the students could identify the generic structure, the characteristics or language features of narrative text, and arrange and write narrative text by giving attention to grammar, spelling, punctuation, and vocabulary, which was credible and appropriate to the context sufficient. From their learning achievement stated above, the students could identify and determine the generic structure and the language features of narrative text sufficiently.

Perception was concerned with the human senses that created messages from the environment via sight (the eyes), hearing (the ears), touch (the rest of the body), smell (the nose), and taste (the tongue). It indicated that perception and human senses required the structuring of obtained facts or information (Prabawati, Asriati, Asmayanti, 2021). Perception was achieved by summarizing and analyzing information from a person, allowing the individual to respond favorably or adversely to the information. As a result, perception was concerned with the interaction between a person and his surroundings as seen via the senses. After a person perceived an object in its environment, it was processed into the meaning of the thing. Perception was also defined as the interpretation of an item, event, or information based on the life experience of the individual doing the interpretation. Their brain would process the encounters into specific impressions, which might differ from one another. Perception referred to how humans perceived information through their senses. When there was an item, individuals used their senses and

minds to examine it, and the information was processed as meaning, causing people to behave in a positive or negative manner. This study aimed to investigate the attitudes of students at SMP Tamansiswa Medan concerning the usage of social media for studying English. Teachers had to understand their students' preferences for learning styles, interests, and other factors that might impact their learning outcomes.

Based on previous studies conducted by Pudiyono, Wahyukti, Muhimatun, Zulfa Nabila, and Nurhad (2021), the goal of this study was to address the issue of students' disinterest in English, which was present in the classroom. This study has a qualitative design. The data for this study came from questionnaire assessments and observation. The author used it to ascertain whether the Peer Tutor Method had improved students' English language proficiency. Ma'arif Nahdlatul Ulama University, Kebumen, third-semester students for the academic year 2022–2023 served as the study's subjects. Students in the first cycle were uninterested, unconfident, and prone to making mistakes in their English. Students' interest and desire rose in the second cycle, and their English language proficiency improved. The findings of this study show that students' English proficiency can be increased through the employment of the peer tutor method in the teaching and learning process.

This paper conducted by Gubalani, Basco, Bulig, and Bacatan. (2023) aimed to determine how effective peer tutoring was as a strategy for improving the reading comprehension of Grade 9 students at Samal National High School. Researchers utilized an experimental research design, specifically a pretest-

posttest structure, to investigate the topic. They collected the primary data from a sample of sixty (60) students using a researcher-made reading comprehension questionnaire that a panel of experts had validated. Statistical tools such as the weighted mean and t-test were applied to analyze and interpret the data. The results indicated that the ninth-grade students achieved the required level of reading comprehension. The study revealed a significant difference in reading comprehension before and after the implementation of peer tutoring, which supported the notion that peer tutoring contributed to the improvement of reading comprehension. As a result, the authors recommended conducting similar studies with a broader understanding of strategies for enhancing reading comprehension, moving beyond the effective peer tutoring model. They also suggested that future researchers should encompass a wider scope, different research locations, and additional factors that the present study had not considered.

Based on observations by English teachers at SMP Tamansiswa Medan, in grades VIII-I, which still used the 2013 curriculum, a variety of teaching media were used. However, the use of peer tutoring as a teaching medium in the classroom had never been implemented. This was because teachers usually formed student groups without using group leaders. Therefore, teachers hoped that the role of peer tutoring could help improve students' English skills, particularly in honing their limited reading skills.

Based on the explanation above, this study investigated the role of peer tutoring in English language teaching. The task of peer tutoring was expected to make students more enthusiastic about learning English because it could facilitate

students to learn together and be guided by peers in sharing knowledge and helping each other, and could create a comfortable situation in the learning process, both in expressing opinions and asking questions when experiencing difficulties in learning English. Therefore, research on the role of peer tutoring in English language teaching in grade VIII-I at SMP Tamansiswa Medan was needed to overcome this problem.

1.2 The Problem of Study

Based on the background mentioned above, the researcher formulated the following question: How are students' perceptions about the role of peer tutoring in English language teaching at SMP Tamansiswa Medan?.

1.3 The Purpose of study

Based on the research question above, this study aimed to identified students' perceptions about the role of peer tutoring in English language teaching at SMP Tamansiswa Medan.

1.4 The Scope of Study

The researcher focused on students' perceptions of peer tutoring in English language teaching. This study showed that the function of peer tutoring was very important because it not only helped students learn class materials but also improved their overall academic and social development. It encouraged the creation of an inclusive learning atmosphere where students helped each other and exchanged information to achieve common goals. In addition, peer tutoring was very useful and challenging. Narrative texts were used as a learning topic in this study to improve students' reading skills in English language teaching. The

researcher applied several types of narrative texts for learning, such as fables, legends, folktales, and fairy tales. In this study, the researcher focused on the following issues: identifying students' perceptions of the role of peer tutoring in English language teaching.

1.5 Significances of the Study

This research was expected to provide significant theoretical and practical contributions, namely:

1. Theoretically

This study was significant because it clarified how peer tutoring enhanced students' reading comprehension while it also fostered social skills development, leadership potential, and the provision of essential emotional support during the learning process.

2. Practically

- a. For Teachers

Teachers might find it simpler to implement the English language teaching process as a result of this research

- b. For students.

Teachers might find it simpler to implement the English language teaching process as a result of this research.

- c. For Researcher

This study could serve as a model for other researchers who wanted to examine the significance of peer tutoring in English language training.