

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study aimed to identify students' perceptions of the role of peer tutoring in English instruction in eighth-grade junior high school students at SMP Tamansiswa Medan. Peer tutoring was expected to make students more enthusiastic about learning English because it could facilitate students' learning together and be guided by peers, sharing knowledge and helping each other. It could also create a comfortable learning environment, both in expressing opinions and asking questions when experiencing difficulties in learning English.

The results of this study indicated that students had a positive perception of the role of peer tutors, who enhanced the effectiveness of English instruction by creating an active and comfortable learning environment. This was highly dependent on the tutor's readiness to master the material and their ability to manage the group, which directly impacted students' self-confidence and reading ability. Furthermore, the role of peer tutoring in engagement with group members was shown to minimize fear of making mistakes, allowing students to express themselves more confidently than in independent learning methods.

The researcher concluded that peer tutoring provided mutual benefits for tutors, group members, and teachers, making it an effective instructional solution for improving English proficiency at the junior high school.

5.2 Suggestion

The researcher proposed several suggestions as follows: For teachers, it was highly recommended that tutors be provided with brief training before the tutoring sessions began. This training was intended to cover leadership fundamentals, such as how to establish shared goals, facilitate discussions without dominating, and simple techniques for managing disengaged group members, such as assigning specific tasks.

For students, both as tutors and group members, it was important to foster a sense of shared responsibility, where each individual recognized that the group's success was a collective responsibility, not solely the tutor's.

Finally, for other researchers, it was recommended to apply and test this peer tutoring method in other subjects, such as Mathematics or Science, or at different educational levels, to determine whether the challenges and success factors identified were universal or context-specific.