

ABSTRACT

Manurung, Christine Glenya, Registration Number: 2203321013, *Students' Perception on the Role of Peer Tutoring in English Language Teaching at SMP Tamansiswa Medan, English Education Study Program, State University of Medan, 2026.*

This study aimed to analyze students' perceptions on the role of peer tutoring in English teaching at SMP Tamansiswa Medan. This study used a qualitative research method with data collection through questionnaires and interviews. The sample in this study consisted of 22 students (15 male and 7 female) in eighth grade of junior high school. The results of questionnaires showed that the role of peer tutoring had a positive effect on English teaching. Interview results revealed that a tutor had to be well-prepared to lead group members. This allowed tutors to conduct lessons smoothly using various learning methods. The results of this study indicate that students have a positive perception of the role of peer tutoring in improving English language teaching by creating an active and comfortable learning environment. The role of peer tutoring is highly dependent on the tutor's readiness to master the material and their ability to manage groups, which directly impacts students' self-confidence and reading ability. The researcher concluded that peer tutoring had provided mutual benefits for tutors, group members, and teachers, which made it an effective learning solution for improving English language proficiency in junior high school. Recommendations for future researchers included exploring the role of formal training programs for peer tutors that focused on classroom management strategies and persuasive communication techniques to minimize student disruption during collaborative learning. Furthermore, future studies were suggested to analyze the use of digital learning media in peer tutoring schemes to minimize student boredom.

Keywords: Students' Perception, Peer Tutoring, English Language Teaching, Narrative Text