

CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of the theories that support the research. The theories are related to the peer tutoring and the other theories.

A. Theoretical Framework

1. Sociocultural Theory

Activities such as collaborative learning are included in the sociocultural concept, or it can be said that learning is fundamentally a social process. As well the peer tutoring method, this method or strategy allows learners to work together, where more knowledgeable tutors can provide support and guidance, thus facilitating each other's or the tutees' understanding and skill development. The foundation for evaluating the efficacy of language peer tutoring is the sociocultural theory developed (Vygotsky, 1978). The difference between the actual level of development measured by problem-solving and the prospective level determined by problem-solving under adult supervision (in this study is a tutor) or in collaboration with more advanced peers (Vygotsky, 1978).

In the sociocultural theory discovered by Vygotsky, there are several concepts or characteristics of learning. Learning characteristics are social interaction, understanding of the world and influencing cognitive development, Zone of Proximal Development, and scaffolding. Regarding social interaction cognitive development comes from social interaction, especially with knowledgeable others. It is a way of helping students solve a task that's difficult for them to do on their own. It involves modeling and imitation and is a great way of teaching students to do more than they thought possible (Vygotsky, 1987).

Zone of Proximal Development is all about social and participatory learning. Related to Vygotsky (1978), ZPD has been chiefly characterized

as a teaching technique when a more mature adult or peer gives a less developed youngster adequate assistance to complete a task they are unable to do on their own. Zone of Proximal Development (ZPD), numerous internal developmental processes are triggered by learning, and these processes can only be activated when students interact with others, in this case, with their tutors in a social setting and collaboration with their tutors. In this study, sociocultural theory means social interaction between students and tutors. Where there is a treatment of providing knowledge or ideas and even exchanging knowledge, problem-solving, and the level of potential development determined through problem-solving in collaboration with more capable peers, namely tutors.

In terms of the relationship between the concepts of Zone of Proximal Development (ZPD) and scaffolding with the understanding of Critical Discourse Analysis (CDA), the CDA class critically understands and is aware of how texts as discourse about the social in various sociocultural, sociocognitive, sociohistorical, and sociosemantic contexts. Scaffolding is a way for students to understand text discourse. So that with the right scaffolding in the context of ZPD, students will interact to discuss text analysis so that their ability to analyze texts following the concept of CDA critically will develop.

2. Peer Tutoring

In the learning process, students use many methods to gain knowledge. The technique they use to increase their understanding of English is by using the peer tutoring method. Peer tutoring suggests a connection between students in which one assumes the position of "a tutor" and the other that of "tutee" (Thibaut & Carvalho, 2022). In other words, one person assumes the position of the tutee while others play the part of the tutor. Additionally, peer tutoring can collaborate as a network,

exchanging, gathering, promoting, and utilizing their widely dispersed knowledge and skills (Tenhovirta et al., 2022).

Peer tutoring consists of two syllables "peer" and "tutor" or "tutoring". Peers are people who share the same social position, and peers consist of people with whom one interacts who may have the same status or even higher status and abilities (Falchikov, 2001). Falchikov (2001) also states that the extent to which students are genuinely "peers" differs across peer tutoring applications, and the term "peer" is now used to characterize a variety of relationships in teaching and learning contexts. Tutoring those who are not qualified teachers assisting and supporting others' learning in a planned, methodical, and participatory manner is known as tutoring. Most of the time, it is done in pairs, one as a tutee and one as a tutor. The tutor should do more than only encourage, direct, or "scaffold" the student toward the "correct" response (Topping, 2000). They ought to go beyond and question the tutee's set notions.

The implementation of peer tutoring can be done with people who are older or commonly referred to as seniors and have more ability than tutees or who are experienced in tutoring. This is then referred to as 'cross-level'. Meanwhile, peer tutoring is referred to as "on the same level" if the tutor and the tutee are in the same grade group, have the same level of competence, and are at the same stage of development. This is also discussed by Murtisari et al. (2020) where in peer tutoring, tutors and students are at the same level and have the same ability which is referred to as same-level peer tutoring. Whereas in cross-level peer tutoring, the tutor is more competent and may be the same age or older than the student.

In the context of English learners, the peer tutoring method for English education students is conducted in courses to enhance and exchange knowledge. The tutor provides clear instructions and answers to the questions of the tutees, emphasizing the delivery of pertinent material

(Murtisari et al., 2020). It can be concluded that peer tutoring is done between tutors and tutees to gain, collect, promote, and apply knowledge and skills.

In this study, peer tutoring was conducted in the Critical Discourse Analysis course. Where students learn about ways or methods to analyze texts. And identify the basic concepts of CDA proposed by its proponents, namely Fairclough, Van Dijk, Wodak, and Van Leeuwen. In this case, students feel that CDA is a course with complicated material. Meanwhile, some students feel uncomfortable or reluctant to discuss with lecturers. Therefore, when the lecturer provides tutors to students to discuss text analysis methods with CDA as the final project of the course, students can freely ask the tutors.

3. Students Perceptions

Perception is an interpretation according to the human way of thinking and feeling. According to Qiong (2017), perception is obtaining, gathering, assuming ownership, and experiencing with the senses or thoughts. Perception is the process of being aware of or comprehending sensory data. Meanwhile, according to Walgito (2010), perception can be known as the sensing process, also known as the sensory process. It is the process by which humans receive stimuli through their sensory organs and then interpret them to obtain meaning.

Based on Walgito (2010), the perception consists of three aspects:

- a. Cognitive: Information, opinions, expectations, methods of thinking and learning, prior experiences, and ideas or convictions about how to view an item and the capacity of humans to take in external stimuli. This recognition-related ability.

- b. Affective: The individual's emotional response to the thing and assessment of its quality based on personal emotion elements.
- c. Conative: Attitude, personal activity, behavior, and motivation by seeing a specific thing or situation. The human ability to produce what happens in his soul. This ability is related to the motive.

Further, students have their own perceptions of the learning process based on their experiences. Students' perceptions are related to their experiences in the classroom. According to Chamdani et al. (2022), students also need specific cognitive and learning skills to encourage themselves to achieve learning objectives. Therefore, perceptions are influenced by expectations, past experiences, and objective features.

In another point of view, Demuth (2013) states that, from the interaction between stimulus and internal hypothesis, expectation and knowledge of the observer, even motivation and emotion will be the final product of perception. Then, according to Zulaiha and Triana (2023), students' perceptions are increasingly being used in education for various reasons, including helping to understand better specific elements that affect the learning process. It means that perceptions produced or expressed by students will be beneficial in terms of future learning fields.

There are two different types of perception, positive perception and negative perception. Irwanto (2002, as cited in (Zahro et al., 2023) states that positive and negative perception, positive perception will persist in the effort to apply knowledge, regardless of whether the knowledge is known or not. A positive perception also indicates a good response to the object of view. Negative perception refers to any information, true or false, and any behavior that deviates from perceived reality. A negative perception also indicates a negative attitude towards a perceived target.

However, in this research, student perception means the perception, point of view, and opinion of students regarding the peer tutoring method implemented in the Critical Discourse Analysis course based on two aspects of perception: cognitive and affective.

4. Critical Discourse Analysis Class

Critical discourse analysis (CDA) draws upon the critical tradition of social analysis to inform language study. Critical Discourse Analysis (CDA) is a type of discourse analysis study that focuses on how texts and conversations in social and political contexts are used to enact, perpetuate, legitimize, and ‘abuse’ social social-power and injustice (Van Dijk, 1993). According to Wodak and Meyer (2001), CDA aims to critically examine how language use (or discourse) expresses, signals, creates, legitimizes, and so on social inequalities.

In this study, Critical Discourse Analysis (CDA) is one of the courses in which tasks or activities in the classroom are discursively oriented (e.g., summarizing reading materials, class presentations, class discussions, collaborative text analysis, and individual text analysis), which facilitates students' analysis, description, interpretation, and explanation of certain educational discourses. With methods of lecturing sessions, question and answer, presentation, discussion, and case study. Then, for the results or outputs of this course, namely the analysis of critical, reflective, problem-solving, and ethical discourse on social and academic issues represented in various texts. Therefore, students are expected to be able to analyze critical discourse, problem solving, towards social and educational problems shown in various texts.

B. Study of Relevant Research

Before conducting this research, the researcher studied previous research in terms of peer tutoring and students' perceptions. The previous research will be discussed in the following order:

This research is relevant to the study conducted by Thurston et al. (2021) about the different effects on English reading comprehension for tutors and tutees when engaging in peer tutoring. The study was conducted in a randomized, controlled experimental manner with 295 students aged 11 to 13 years in three secondary schools with low socioeconomic status. The study was conducted over 12 weeks with 146 students involved and 149 as comparison students. The research found that peer tutoring and lengthy academic learning sessions filled with experiences rich in language are two essential components in building the linguistic structures and competency necessary to become a proficient reader of written material.

Parker et al. (2023) also researched the peer tutoring method for improving the English language among UK primary school learners. The study found that peer tutoring genuinely established a supportive learning atmosphere, which resulted in the students' enhanced interpersonal connections with one another.

Wankiiri-Hale et al. (2020) studied the tutors and tutees at the University of Pittsburgh School of Dental Medicine using a mixed-method design and both quantitative and qualitative data collection over a 2-year period. This study found benefits for the tutors, including increased readiness to provide tutoring at the end of the period, improved communication and teaching skills due to their participation in the program, and other benefits.

Moumoulidou et al. (2020) conducted research regarding the difficulties faced by students in using the peer tutor method and the difficulties faced by tutors in applying the technique, as well as the ways used to overcome them. A qualitative study method using semi-structured and participatory observation techniques and structured questionnaires was used. This study found that there were language issues, understanding the content, course study, and emotional

factors for students. For tutors, there are difficulties in preparation and skill gaps, communication barriers, and emotional stress. To overcome these difficulties, tutors modify their approach based on the specific needs of the learners.

Murtisari et al. (2020) also examined the challenges experienced when implementing peer tutoring. This study used interviews to collect data from ten EFL grammar tutors. The study found that the difficulties encountered were motivating students, preparing the materials, and dealing with less/more proficient students.

From previous related studies, it can be seen that all researchers aim to identify the benefits and difficulties or challenges of peer tutoring. The difference with this research is that it focuses on the students' perceptions about the treatment given in peer tutoring in Critical Discourse Analysis class.