

CHAPTER 1

INTRODUCTION

A. Background of Study

Students use a variety of study techniques depending on their background. Then, learning techniques also depend on the conditions that students are currently experiencing. Like whether there are difficulties or challenges experienced by the student or not. For example, it is difficult to communicate with their teacher, and even afraid to ask questions or discuss with the teacher in classroom. Therefore, students prefer to study with peer tutors or their seniors as tutors who have more ability and are more accessible to ask questions and discuss. Murtisari et al. (2020) believed that peer tutoring makes feedback more accessible, which helps students learn the subject matter better. Peer tutoring is becoming the preferred approach as it offers a more informal environment where students can ask questions, get answers, and discuss the material covered in the class, which two parties conduct, the tutee and tutor.

Peer tutoring is one of the learning strategies that students can use to improve their academic skills. In its implementation, peer tutoring requires two critical roles: tutors and students, or tutees. In the context of this research, two students collaborate in a structured manner, with one serving as the tutee and the other as the tutor (Thurston et al., 2021). Peer tutoring is an instructional technique that involves using students as both tutors and tutees and using the tutor to help struggling peers with their academic work (Okereke et al., 2020). It can help students do better in class, help groups work better together, and help students feel better about themselves. It also aims to create a student-centered environment by letting students act as teachers (Prisila et al., 2024). According to Thibaut and Carvalho (2022), a smooth interaction (dialogic process) is established with the relationship between tutor and student, allowing for the explanation and clarification of ideas put forward more quickly.

The peer tutoring method was conducted at a University in Tasikmalaya, West Java, Indonesia. The English Education Department major has a course called Critical Discourse Analysis. It studies critical understanding and awareness of how texts as discourses represent power, ideology, hegemony, identity, legitimacy, and social justice in various sociocultural, socio-cognitive, socio-historical, and socio-semantic contexts, with specific CDA concepts such as Fairclough, Van Dijk, Wodak and Van Leeuwen. As is often the case, students are uncomfortable asking and discussing the course's material with lecturers. In the class, the lecturer invited two students tutors who were researching CDA. In one class, students were divided into two groups, one of which had one tutor. Then, the tutees and tutors did that, one by one, and the students discussed with the tutor in the group. Tutees and tutors discussed their final project, which is to analyze CDA with various approaches, starting from the title they will use and moving to the final stage of analysis. Therefore, learning activities with the peer tutoring method occur. With this phenomenon, the idea arises for the researcher to explore how are students' perceptions the peer tutoring method carried out in the CDA class. Which finds out whether students have positive or negative perceptions when carrying out peer tutoring activities. Thus, learning with this peer tutoring method will continue as an alternative for students to deepen their knowledge.

Several recent studies have explored the benefits and challenges experienced during peer tutoring. Several studies have found benefits in peer tutoring for English language learning, such as peer tutoring can enable students to develop linguistic structures and comprehend written texts with a long period of academic learning (Thurston et al., 2021) and a supportive learning atmosphere was genuinely established (Parker et al., 2021). Peer tutoring is not only beneficial for English learning but also for use in didactic and preclinical courses in the medical field, which is, this strategy can improve communication and teaching skills as a result of their participation in the program (Wankiiri-Hale et al., 2020). In addition, several studies have examined the challenges of implementing peer tutoring. For example, Moumoulidou et al. (2020) examined the challenges of peer tutoring

experienced by students and tutors. For students, there were language issues, difficulty understanding the content, course study, and emotional factors, while for tutors, there were difficulties in preparation, skill gaps, communication barriers, and emotional stress. Meanwhile, Murtisari et al. (2020) found that the challenges experienced by peer tutoring in English language learning in Grammar courses were low motivation to learn, finding suitable material, instructional construction problems, and tutor and student relationship problems. However, there are differences between this research and the previous studies, and this study focuses on investigating the perceptions of the English Education Department about peer tutoring regarding what treatments from their tutors stimulate students in learning Critical Discourse Analysis, which is used as an alternative teaching strategy where students will collaborate with their tutors to exchange ideas and knowledge, with the ability of tutors who are more expert than students where this strategy has not been widely used in the course.

B. Formulation of the Problem

Based on the phenomena that occurred, the research question addressed in this present study is “What are the students’ perceptions about peer tutoring in Critical Discourse Analysis class?”

C. Operational Definitions

To avoid misunderstanding in this study, the researcher provides an operational definition of each keyword:

1. Peer Tutoring

Peer tutoring is one strategy used to exchange information or knowledge between two parties, namely the tutor as the provider of insight and the tutee as the recipient of insight. In this context, peer tutoring is done to deepen the material about critical discourse analysis with tutors who are English education students or seniors and have more knowledge about critical discourse analysis. Meanwhile, tutees are English education students who take critical discourse analysis classes.

2. Students Perceptions

Students' perceptions are their interpretations of information, opinions, and also how they feel about their educational experiences according to their cognitive and affective aspects. In this context, English Education Students gave their perceptions according to their experiences about peer tutoring in the Critical Discourse Analysis class.

3. Critical Discourse Analysis Class

Critical Discourse Analysis is a course that studies how spoken and written language establishes social power, focusing on domination, exploitation, and resistance in various social situations. The Critical Discourse Analysis class is where the peer tutoring phenomenon occurs in this context.

D. Aim of the Study

According to the research question, this research aims to investigate students' perceptions of peer tutoring in the classroom.

E. Significances of the Study

1. Theoretical Significance

This study intends to enrich existing theories on peer tutoring methods and can be used by future researchers as a comprehensive literature review.

2. Practical Significance

This research will contribute to providing implications that the peer tutor method can improve students' strategies to enrich their knowledge and encourage students to support each other in the learning process. For

teachers, this research will contribute to providing new methods that can be used in classroom learning.

3. Empirical Significance

This research will offer insight into how to collect and analyze data on students' perceptions of peer tutoring in Critical Discourse Analysis class. It will allow researchers to gain a rich understanding of peer tutoring learning methods for EFL students' academic performance in Critical Discourse Analysis class.