

## **Chapter 1**

### **Introduction**

This chapter consists of basic consideration, research questions, objectives of research, significances of research, delimitation of research.

#### **Basic Consideration**

Education is a very important sector and strategic to improve the quality of human resources. However, there are still some problems occur regarding to education in Indonesia, one of these problems is quality. The low quality of education in Indonesia has been widely recognized by various parties. The low quality of education can be seen from the students' low score in National exam for all subjects being examined particularly English. In this case, English teachers play important roles to develop students' abilities, talents, and skills.

However, some English teachers consideredless creative in learning innovative, in the selection of materials, learning methods, and instructional media. Therefore, the students tend to be passive and bored in the classroom. The situations of class looks like a prison which stuffy and fidgety. So that, the situation of classroom becomes uncomfortable for the students and it drives them away from interest and fun in learning activities.

Based on observations and information in SMA N 1 Tilamuta, the English teacher noted that English language learning has been taught with conventional teaching approach with the speech method, so that the involvement of the students in the learning process is still low. However, In the teaching and learning process achievement the role of teachers in school is very helpfull to enable students to achieve learning (Darsono, 2002). No exception to the English lesson, there are still a lot of students who think that learning English just rote and boring

lessons. So that, there are still many students achieve low score in learning English (Suharyono, 2005).

One of method that is allegedly able to make the learning situation that interest and fun when the students study English in group discussion method like peer tutor. Through this method, students can interact with other students freely and interactively. They will not be afraid in the classroom because this method can help them in learning process to explain the material. Moreover, under the guidance of the teacher, the students are encouraged to understand the presented material in accordance to graduates competency standards have been set.

Through this peer tutor, students not only be made as objects of learning but also being subject learning, namely student selected to be a tutor and ask for his or her friends. In this way, student who become tutor do repetition and describes the material back so that it becomes more familiar in any materials delivered. According to (Monereo & Duran, 2002). Peer tutoring as a method of cooperative learning based on the creation of pairs of students with an asymmetrical relationship and sharing a single common goal, which is known and shared and must be achieved through a relationship framework planned by the teacher (p. 49).

Learning support provided by tutor can eliminate the awkwardness friends' language easier to understand. In addition, with tutor not unwillingly, low self-esteem, embarrassment, and so on, so expect students who are less savvy do not hesitate to reveal the difficulties faced.

Group discussions guided a model of peer tutor is discussion groups consist of 5-6 students in each class under the guidance of a teacher using peer tutor. According to Slavin (1991) Peer tutoring is an instructional strategy that consists of student's partnership, were a student teach his peers, linking high achieving students with lower achieving students or those with comparable achievements (p. 14). Peer tutor is a student in a particular class that has more

ability. Members have to work to help others difficulties in understanding the materials. By using peer tutor, it is expected each member more easily and freely in conveying the problems encountered, so that the student will be motivated for learning good materials.

Therefore, based on the description above, the researcher is interested in conducting research on classroom learning by using a peer tutor, with the title PEER TUTOR LEARNING APPROACH IN ENGLISH TEACHING AND LEARNING PROCESS.

### **Research Questions**

Based on background of research above, research questions are identified as below:

1. How is the implementation of peer tutor approach in teaching English??
2. What are the problems on the implementation of peer tutor approach in English teaching and learning process?

### **Objectives of Research**

The main objectives of this research are discussed below:

1. To know more the implementation peer tutor learning approach in teaching English.
2. To get brief description on the problem of the implementation of peer tutor learning approach in English teaching and learning process.

## **Significances of Research**

The significance of this research are:

For the teacher: Teacher would realize that learning approach is to facilitate the students in understanding English subject. Teachers who implement this learning approach may improve students learning quality.

For the student: To practice the students to do their learning actively. To help students' in improving their learning quality.

## **Limitation of Research**

This study focuses on unidirectional the learning approach about peer tutor and factors that affect their response of the peer tutor learning approach. In addition, the participants of this research limited to the class XI IPA-1 of twenty seven students and one teacher in SMAN 1 Tilamuta.