

**PEER TUTORING IN UNDERGRADUATE THESIS WRITING
AT ENGLISH TADRIS STUDY PROGRAM OF IAIN CURUP**

THESIS

This Thesis is submitted to fulfill the requirement for “*Sarjana*” degree in English
Tadris Study Program



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Hal : **Pengajuan Sidang Munaqasah**

Kepada

Yth. Bapak Dekan Tarbiyah IAIN Curup

Di -

Curup

Assalamu'alaikum Warahmatullahi Wabarakatuh

Semoga bapak selalu dalam Kesehatan dan lindungan dari Allah SWT.
dalam setiap urusannya.

Setelah mengadakan pemeriksaan dan juga perbaikan yang penting,
maka kami berpendapat bahwa skripsi atas nama **Rahma Madani**
(22551040) sebagai mahasiswa dari Program Studi Tadris Bahasa Inggris,
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English Tadris Study Program of IAIN Curup” sudah dapat diajukan
dalam sidang Munaqasah di Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, besar harapan kami agar bapak
dapat menyetujui hal ini, Terima Kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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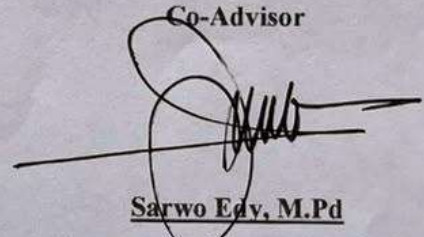
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PREFACE

All praise and gratitude be to Allah SWT. for His endless mercy, guidance, and blessings, which have enabled me to complete this thesis. This thesis is submitted as one of the requirements for obtaining the *Sarjana* degree in the English Tadris Study Program at IAIN Curup.

This research examines the role and implementation of peer tutoring in supporting undergraduate students during the thesis writing process. I became interested in this topic after observing that many students faced difficulties in completing their thesis and often sought academic support from their peers, particularly alumni who had successfully completed their thesis. This phenomenon encouraged me to explore how peer tutoring supports students throughout the thesis writing process.

I hope this research will provide valuable insights into academic support practices in higher education. Although this thesis is far from perfect, I hope it will be useful for readers and contribute to the development of peer tutoring and undergraduate thesis writing. Finally, I would like to express my sincere gratitude to everyone who has supported and encouraged me throughout this journey.

Curup, July 2026

Rahma Madani

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9. **My beloved late brother**, Muhammad Hadi Utomo, thank you for being part of my life and my most precious memories. Although you are no longer here, your love and memories continue to give me strength every single day. I will always carry you in my heart and continue striving to make our parents proud. I miss you so much.

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Finally, may Allah SWT. reward all kindness, generosity, and support with abundant blessings. Aamiin.

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MOTTO AND DEDICATION

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“Allah does not burden a soul beyond that it can bear” - (Qur’an, 2:286)

“Abang percayo samo adekk...”

“Although this is not the path I once wished for, choosing ignorance is never an option.” - (Amaa)

DEDICATION

This thesis is dedicated to my beloved late brother, who once pursued a university education but was unable to complete it. This bachelor’s degree is for you, Bang. It is also dedicated to my beloved parents, whose endless love, sacrifices, prayers, and support have been my greatest strength. I will always be grateful, and I love you all.

ABSTRACT

Rahma Madani : Peer Tutoring in Undergraduate Thesis Writing at English Tadris Study Program of IAIN Curup.
NIM : 22551040
Advisor : Jumatul Hidayah, M.Pd.
Co-Advisor : Sarwo Edy, M.Pd.

This research investigated the role and implementation of peer tutoring in supporting undergraduate students during the thesis writing process at the English Tadris Study Program of IAIN Curup. The study employed a descriptive qualitative approach. The participants were nine alumni from the 2020 and 2021 cohorts who had frequently received peer tutoring while completing their undergraduate thesis. They were selected using purposive sampling. Data were collected through semi structured interviews developed based on the frameworks of Lin et al. and Carless and Boud, and were analyzed using Braun and Clarke's thematic analysis. The findings revealed that peer tutoring played five important roles in supporting thesis writing: supporting academic understanding, enhancing confidence and motivation, providing feedback and scaffolding, fostering engagement and active learning, and developing academic skills and self-regulated learning. The findings also showed that peer tutoring was implemented through four feedback literacy processes: appreciating feedback, making judgments, managing affect, and taking action on feedback. These processes helped students understand supervisors' feedback, improve their thesis drafts, manage emotional responses during revision, and apply feedback effectively. The findings indicate that peer tutoring served as valuable academic support that strengthened students' thesis writing development and encouraged more independent learning throughout the thesis writing process.

Keywords: *Peer Tutoring, Thesis Writing, Undergraduate Students, Feedback Literacy, Academic Support.*

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CHAPTER I

INTRODUCTION

This chapter presents an overview of the research topic and explains the reasons for conducting this research. The discussion covers the objectives, significances, delimitation, research questions and definition of key terms.

A. Research Background

In higher education, academic writing shows students' academic abilities. One important form of academic writing for final year students is the undergraduate thesis. A thesis is a research based paper written clearly and logically and is required for graduation. According to Creswell, academic writing involves presenting research ideas clearly and logically based on systematic research procedures.¹ In the context of undergraduate thesis writing, students are required to conduct and communicate research in an academic and systematic manner. Therefore, thesis writing is not only a graduation requirement but also an important academic task that develops research skills, critical thinking, writing ability, and independent learning.

Writing an undergraduate thesis is not an instant process but involves several interconnected stages. These stages include choosing a topic, formulating research questions, reviewing literature, selecting research methods, collecting and analyzing data, and writing the final report. In addition, students need to understand the main components of a thesis, such as the abstract, introduction, literature review, methodology, findings and

¹ Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.)*. Los Angeles: SAGE Publications.

discussion, and conclusion. Understanding this structure helps students produce a coherent and academically sound thesis.

Despite the structured nature of thesis writing, completing a thesis remains a challenging process for many undergraduate students. Taye and Mengesha note that undergraduate students often face difficulties in vocabulary, grammar, organization, and mechanical aspects of academic writing.² They also experience challenges in developing ideas, organizing information coherently, and presenting arguments logically. These findings indicate that completing a thesis requires not only academic writing competence but also the ability to cope with various challenges that arise throughout the writing process. Furthermore, Wike Winarni reported that students encountered both academic and non academic challenges while completing their thesis.³ Taken together, these studies suggest that undergraduate thesis writing is a complex academic process that requires continuous guidance and appropriate support to help students navigate the various demands encountered throughout the writing process.

To overcome these challenges, many students take the initiative to seek additional support throughout the thesis writing process. One common form of such support is peer tutoring. Priscilla and Rufinus explain that peer tutoring involves active interaction in which tutors provide guidance, share strategies, and give constructive feedback, while tutees ask questions and apply the

² Taye, T., & Mengesha, M. (2024). *Identifying and analyzing common English writing challenges among regular undergraduate students*. Heliyon, 10(7), e36876.

³ Winarni, W. (2023). *Students' problem and strategies in writing thesis in IAIN Curup (Undergraduate thesis)*. Institut Agama Islam Negeri Curup.

advice they receive.⁴ Through this collaborative process, students can discuss difficulties, receive guidance, and improve their thesis more effectively. Therefore, peer tutoring provides collaborative support that helps students navigate the challenges encountered during thesis writing.

Thus, understanding the concept of peer tutoring is essential to better appreciate its contribution to thesis writing. According to Huisman et al., peer tutoring is an academic support strategy in higher education that emphasizes structured interaction between students to enhance learning through guidance, feedback, and collaborative engagement.⁵ In the context of undergraduate thesis writing, this form of collaborative learning may provide students with opportunities to discuss difficulties, exchange feedback, and receive guidance throughout the thesis writing process. Therefore, peer tutoring has the potential to serve as an academic support strategy that helps students navigate the various demands of thesis writing through collaborative interaction.

This effectiveness is further supported by Cahusac de Caux and Pretorius, whose study concluded that collaborative peer feedback within peer tutoring activities enhances multiple aspects of writing, including word choice, grammar, paragraph structure, organization, and overall content development.⁶ Through peer tutoring interactions, students refine their ideas,

⁴ Prisila, M., & Rufinus, A. (2024). *Peer tutoring in academic writing*. JOEEL Journal of English Education and Literature, 5(1), 35–49.

⁵ Huisman, B., Saab, N., van den Broek, P., & van Driel, J. (2018). *Peer feedback on academic writing: Undergraduate students' peer feedback role, peer feedback perceptions and essay performance*. Assessment & Evaluation in Higher Education, 43(6), 955–968.

⁶ Cahusac de Caux, B., & Pretorius, L. (2024). *Learning together through collaborative writing: The power of peer feedback and discussion in doctoral writing groups*. Studies in Educational Evaluation.

strengthen arguments, and produce more coherent and well organized writing. These findings indicate that peer tutoring can provide meaningful academic support in helping students improve the quality of their writing during the thesis writing process.

As aforementioned, peer tutoring has great potential to support student learning, yet its specific contribution to the undergraduate thesis writing process has received limited attention, particularly in the English Tadris Study Program at IAIN Curup. This may be because thesis writing is often seen as an entirely individual academic responsibility, leading to less emphasis on collaborative approaches such as peer tutoring. Based on the researcher's preliminary observations, several students undertaking their undergraduate thesis tended to work independently and experienced various challenges during the thesis writing process. This situation highlights the need to further investigate the role of peer tutoring in supporting undergraduate thesis writing, particularly within the English Tadris Study Program at IAIN Curup.

Preliminary interviews conducted prior to this study further revealed that several students in the English Tadris Study Program at IAIN Curup experienced difficulties during the thesis writing process, including organizing ideas, limited vocabulary, insufficient use of academic language, and maintaining coherence throughout their writing. To address these challenges, the interviewed students described seeking assistance from more experienced alumni who had previously completed their undergraduate thesis to discuss problems related to thesis writing and development. They also explained that

peer tutoring served as an important source of support throughout the thesis writing process by providing opportunities to discuss difficulties, receive guidance, and learn from these experienced alumni.

This peer tutoring practice has become a common and embedded part of the academic culture in the English Tadris Study Program. Students usually communicate with their peer tutors through social media or arrange face to face meetings to discuss difficulties encountered during the thesis writing process. Some students even continue consulting their peer tutors from the proposal stage until the completion of their thesis. Through this ongoing interaction, the interviewed students reported gaining a better understanding of supervisor feedback and improving the quality of their thesis revisions. Several graduates also stated that without peer tutoring, completing their thesis would have taken longer and involved more obstacles, highlighting the meaningful contribution of peer tutoring throughout the thesis writing process.

Therefore, the researcher was interested in exploring the role of peer tutoring in supporting students during the thesis writing process, as well as how peer tutoring takes place and provides assistance in helping them complete their final project. This research is entitled **“Peer Tutoring in Undergraduate Thesis Writing at the English Tadris Study Program of IAIN Curup”**. Through this research, peer tutoring was examined as a collaborative support strategy that helps students navigate the various challenges encountered throughout the thesis writing process and facilitates the completion of their undergraduate thesis.

B. Research Questions

Based on the research background outlined above, this research addresses the following research questions:

1. What is the role of peer tutoring in supporting undergraduate students of English Tadris Study Program at IAIN Curup during the thesis writing process?
2. How is peer tutoring implemented in supporting undergraduate students of the English Tadris Study Program at IAIN Curup during the thesis writing process?

C. Research Objectives

This research aimed to achieve the following objectives:

1. To explore the role of peer tutoring in supporting undergraduate students of English Tadris Study Program at IAIN Curup during the thesis writing process.
2. To investigate the implementation in supporting undergraduate students of the English Tadris Study Program at IAIN Curup during the thesis writing process.

D. Delimitation of the Research

This research was delimited to examining peer tutoring in the context of undergraduate thesis writing at the English Tadris Study Program of IAIN Curup. The focus was specifically on how peer tutoring contributes to supporting undergraduate students throughout the thesis writing process,

including helping them address various challenges encountered during thesis writing.

In addition, this research applies two theoretical frameworks as its conceptual boundaries. The roles of peer tutoring are analyzed based on the framework proposed by Lin et al., while the implementation of peer tutoring is examined using the framework of Carless and Boud. These frameworks served as the guiding lenses for analyzing the scope of peer tutoring and provide the limits within which this research interprets its findings.

E. Definition of the Key Terms

1) Thesis Writing

According to Creswell, thesis writing is an academic process that involves systematic research and the rigorous, structured presentation of findings based on theoretical frameworks, data collection, and analysis to answer specific research questions.⁷ In this research, thesis writing refers to undergraduate students' ability to conduct independent research and present their findings in a formal written document.

2) Peer Tutoring

Huisman et al. define peer tutoring as an academic support strategy in higher education that emphasizes structured interaction between students to enhance learning through guidance, feedback, and collaborative

⁷ Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.)*. Los Angeles: SAGE Publications.

engagement.⁸ In this research, peer tutoring refers to academic assistance provided by alumni to support undergraduate students throughout the thesis writing process by providing guidance, feedback, and collaborative academic assistance.

F. Significance of the Research

This research provides important contributions to three main groups involved in the practice of peer tutoring in thesis writing at the English Tadris Study Program of IAIN Curup.

1. For Students

Students benefit directly from peer tutoring as a form of academic support during the thesis writing process. Through peer tutoring, they receive explanations, feedback, and practical guidance from alumni who have experience in completing an undergraduate thesis. This support helps students overcome difficulties related to guidance, feedback, discussion, and practical assistance throughout the thesis writing process.

2. For Alumni

Alumni act as peer tutors who offer guidance, feedback, motivation, and practical suggestions based on their own thesis writing experience. Through this role, alumni help students understand the thesis writing process more clearly and support them in facing challenges during the thesis writing process. This involvement also allows alumni to

⁸ Huisman, B., Saab, N., van den Broek, P., & van Driel, J. (2018). *Peer feedback on academic writing: Undergraduate students' peer feedback role, peer feedback perceptions and essay performance*. *Assessment & Evaluation in Higher Education*, 43(6), 955–968.

contribute to students' academic development while maintaining a positive connection with the institution.

3. For Institution

Institutions play a key role in providing academic support for students during the thesis writing process. This research shows that peer tutoring by alumni can serve as one form of support to help students throughout the thesis writing process by enabling them to understand feedback, revise drafts, and complete their thesis more effectively. It also strengthens the relationship between students, alumni, and the academic environment.

G. Organization of the Research

This section provides the structure of the research from Chapter I to Chapter V. Chapter I presents the introduction, which includes the research background, research questions, research objectives, delimitation of the research, definition of key terms, significance of the research, and organization of the research. Chapter II contains the literature review, which discusses relevant theories and previous studies related to peer tutoring, particularly its roles and implementation in supporting undergraduate students during the thesis writing process. Chapter III explains the research methodology, including the kind of research, subject of the research, technique of data collection, instrument of the research, technique of data analysis, and trustworthiness. Chapter IV presents the research findings and

discussion based on the data obtained from the participants. Chapter V provides the conclusion and suggestions related to the role and implementation of peer tutoring in undergraduate thesis writing.

CHAPTER II

LITERATURE REVIEW

The literature employed as a framework for this research is reviewed in this chapter, which also contains some key ideas, theories, arguments, and indications from each variable discussed and examined in this research.

A. Writing

Writing is an essential language skill used to communicate ideas, thoughts, and information in written form. Writing can be categorized based on its purpose, audience, and context. According to Jeremy Harmer, writing can be divided into several types depending on its communicative function.⁹ Similarly, Alice Oshima and Ann Hogue classify writing into personal, expressive, and academic forms, each serving different rhetorical goals.¹⁰ Taken together, these classifications suggest that writing serves different purposes according to its context and audience. Among them, academic writing plays the most significant role in higher education.

Among these types, academic writing plays a significant role in higher education because it enables students to communicate knowledge, construct arguments, and present research findings systematically. According to Ken Hyland, academic writing is a formal type of writing characterized by formality, objectivity, precision, and the use of evidence¹¹. Academic writing follows specific conventions such as structured organization, citation of

⁹ Harmer, J. (2004). *How to teach writing*. Pearson Education Limited.

¹⁰ Oshima, A., & Hogue, A. (2007). *Introduction to academic writing (3rd ed.)*. Pearson Education.

¹¹ Hyland, K. (2009). *Teaching and researching writing (2nd ed.)*. Pearson Education.

sources, and discipline specific language. This perspective is also supported by Oktavianti et al, who found that students employ various writing strategies to generate and organize their ideas effectively.¹² Therefore, writing can be understood as a fundamental academic skill that enables students to communicate ideas effectively by applying appropriate writing strategies and academic conventions. In higher education, these competencies are essential for completing complex academic tasks, including thesis writing.

1. Thesis Writing

Thesis writing is an essential academic activity in higher education that reflects students' ability to conduct research and communicate ideas academically. According to Creswell, academic writing involves presenting research ideas clearly and logically based on systematic research procedures.¹³ In this view, thesis writing is not simply a writing task but a structured academic process that requires students to conduct research, think critically, organize ideas coherently, communicate findings according to academic conventions, and respond to various academic demands encountered throughout the research and writing process. Consequently, thesis writing functions as an important indicator of students' academic competence.

In higher education, thesis writing is a form of academic writing that presents an independent research project conducted by students.

¹² Oktavianti, D., Gusmuliana, P., & Apriani, E. (2021). *The students' strategies in developing their ideas in writing essay*. Jadila: Journal of Development and Innovation in Language and Literature Education, 1(4), 389–406.

¹³ Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.)*. Los Angeles: SAGE Publications.

According to Annisa Ismi, completing a thesis requires students to develop effective writing strategies, organize ideas systematically, and overcome various challenges throughout the writing process.¹⁴ Therefore, thesis writing reflects students' ability to conduct, organize, and communicate scholarly research in accordance with academic standards.

Similarly, Murray explains that thesis writing involves not only conducting research but also developing ideas, structuring arguments, and presenting knowledge clearly within accepted academic conventions.¹⁵ This view highlights that successful thesis writing requires both research competence and strong organization of content and structure.

Based on these perspectives, thesis writing can be understood as a structured academic process that combines research competence and academic writing skills. It requires students not only to conduct independent research but also to organize ideas clearly and present their findings according to academic standards. Throughout this process, students are expected to address various academic demands encountered during thesis completion. Therefore, thesis writing serves as an important indicator of students' academic competence in higher education.

In higher education settings, thesis writing plays a significant role in developing students' academic literacy and research competence.

Paltridge and Starfield emphasize that thesis writing is not merely a final

¹⁴ Ismi, A. (2023). *Students Strategy in Writing A Thesis (A Case Study at English Study Program of IAIN Curup)* (Undergraduate thesis). Institut Agama Islam Negeri Curup.

¹⁵ Murray, R. (2017). *How to write a thesis (4th ed.)*. Open University Press.

academic product, but a learning process through which students engage with disciplinary knowledge, academic conventions, and scholarly communication.¹⁶ Through this process, students are trained to think critically, structure arguments coherently, and position themselves as novice researchers within their academic field.

However, despite its crucial role, thesis writing often becomes a challenging task for students. The complexity of managing research activities, academic language, and structured writing simultaneously can create various difficulties during the writing process. This is consistent with the findings of Jeni Santia, which indicate that undergraduate students experience various academic and psychological difficulties throughout the thesis writing process.¹⁷ This condition indicates that understanding the importance of thesis writing alone is insufficient, making it necessary to further explore the writing challenges encountered by students.

a. Challenges in Thesis Writing for Undergraduate Students

1) Structuring the Thesis and Developing Coherent Arguments

Undergraduate students often face multiple challenges during thesis writing that can affect both the quality of their work and their academic confidence. One major difficulty is structuring the thesis and developing coherent arguments.

¹⁶ Paltridge, B., & Starfield, S. (2020). *Thesis and dissertation writing in a second language: A handbook for supervisors*. London: Routledge.

¹⁷ Santia, J. (2021). *Psychological factors affecting bachelor students' difficulties in writing thesis (A mixed-method research of English students of IAIN Curup in academic year 2020/2021) (Undergraduate thesis)*. Institut Agama Islam Negeri Curup.

Students may struggle to organize chapters logically, link ideas effectively, and construct persuasive academic reasoning. Self Regulated Learning (SRL) theory Zimmerman explains this challenge by emphasizing the importance of planning, monitoring, and evaluating one's own writing processes¹⁸. Students with low self regulation skills may fail to plan effectively or revise arguments critically, resulting in weak structure and incoherence.

2) Referencing and Academic Conventions

They may be unsure how to identify credible sources, apply proper citation styles, or integrate references into their writing appropriately. The Lea, M. R supports this explanation, highlighting that academic writing involves understanding discipline specific practices and scholarly norms¹⁹. Students need to engage with the academic community's expectations regarding evidence, citation, and argumentation, not just the mechanical aspects of referencing.

3) Time Management

Time management represents another significant challenge. Thesis writing is a long term project that requires consistent effort, task prioritization, and meeting deadlines. Many students

¹⁸ Zimmerman, B. J., & Moylan, A. R. (2020). *Self-regulated learning: An overview and analysis of its impact on academic performance*. *Educational Psychology Review*, 32(3), 801–831

¹⁹ Lea, M. R. (2021). *Academic literacies: A theoretical framework for academic writing and research engagement*. *Journal of Writing Research*, 13(2), 305–325.

struggle to distribute their time effectively, resulting in delayed progress or procrastination. This difficulty is also explained by Panadero, which emphasizes temporal regulation, goal setting, and monitoring.²⁰ Students with weak self regulation skills may postpone writing tasks, fail to allocate sufficient time for research, or struggle to meet their thesis milestones.

4) Psychological and Motivational Challenges

In addition, psychological and motivational challenges, such as anxiety and procrastination, are common. Anxiety occurs when students perceive the task as difficult and feel they have limited control over outcomes, while procrastination reflects insufficient self regulation and low motivation²¹.

5) Language Proficiency and Research Skills

Finally, students often struggle with language proficiency and research skills. Writing a thesis requires mastering academic language and research practices, including designing research, identifying credible sources, and applying methodologies.²²

b. Component in Thesis writing

Drawing on Hyland's work, it becomes clear that students commonly struggle with structure, coherence, cohesion, and

²⁰ Panadero, E. (2021). *A comprehensive review of self-regulated learning theory: Ten key themes and future directions*. Review of Educational Research, 91(5), 608–637

²¹ Steel, P., & Klingsieck, K. B. (2020). *Procrastination in academic writing: Behavioural foundations and self-regulatory interventions*. Journal of Educational Psychology, 112(1), 1–17

²² Sirois, F. M., & Kitner, R. (2021). *Understanding academic procrastination: A self-regulation perspective*. Current Directions in Psychological Science, 30(4), 356–362.

argument development.²³ These elements are interdependent, and weaknesses in one area often trigger problems in the others. As Hyland explains, such overlapping difficulties reduce the clarity of academic writing and hinder students from developing well organized arguments. These difficulties can be understood more clearly by examining each component in detail:

1) Structure

Structure refers to the overall arrangement of ideas across chapters, sections, and paragraphs in an academic text. Many undergraduate writers struggle to construct clear organizational patterns due to limited understanding of how academic arguments should be sequenced.²⁴ These structural difficulties often result in fragmented chapters, unclear paragraphing, and inconsistent flow between sections. Such problems weaken the thesis because a text with poor structure makes readers work harder to identify the main ideas and understand the writer's reasoning, even when the content is relevant.

2) Coherence

Coherence refers to the logical flow of ideas within and across paragraphs. Hyland explains that undergraduate writers often shift topics abruptly, fail to provide clear transitions, or

²³ Hyland, K. (2019). *Teaching and researching writing* (3rd ed.). Routledge.

²⁴ Paltridge, B. (2019). *Academic writing: Approaches and applications*. Routledge.

present ideas without sufficient explanation.²⁵ When coherence is weak, paragraphs do not build upon each other meaningfully, which disrupts the overall clarity of the thesis.

A coherent paragraph typically includes a topic sentence, supporting statements, and a link to the following paragraph without these components, readers struggle to see the progression of the writer's thinking.

3) Cohesion

Cohesion refers to the linguistic devices such as reference, conjunctions, substitution, ellipsis, and lexical repetition that create surface level connections in writing. Halliday and Hasan describe cohesion as the “*textual glue*” that binds sentences together and allows readers to trace how one idea relates to the next²⁶. Without cohesive ties, even well organized ideas appear disconnected and difficult to follow.

This shows that cohesion is not simply a matter of grammar, but a crucial element in making academic writing readable, especially in a long and complex text like an undergraduate thesis.

4) Argument Development

Argument development involves constructing a clear, logical, and evidence based academic stance throughout the

²⁵ Hyland, K. (2019). *Teaching and Researching Writing*, 3rd ed. Routledge.

²⁶ Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. Longman.

thesis. Writers often struggle with this because they tend to describe information rather than analyze it, and they find it difficult to link theories, findings, and interpretations into a unified line of reasoning.²⁷ Weak argument development results in writing that lacks critical depth and fails to demonstrate the writer's academic position. A strong argument requires students to synthesize literature, justify methodological decisions, and interpret data convincingly skills that many novice writers have not yet fully mastered.

In conclusion, researchers agree that the most common writing challenges faced by thesis writers involve structure, coherence, cohesion, and argument development. These four components interact closely with one another: weak structure disrupts coherence, insufficient cohesion makes ideas difficult to follow, and poor argument development reduces the analytical depth of the thesis. Together, these challenges indicate that successful thesis writing requires not only linguistic competence but also the ability to address various academic demands throughout the thesis writing process.

B. Writing Instruction in Higher Education

Writing instruction in higher education refers to the systematic teaching of writing skills within academic contexts, aiming to develop students' ability to

²⁷ Wingate, U. (2018). *Argumentation in academic writing*. Routledge.

produce structured, critical, and discipline appropriate texts. Unlike writing instruction at primary or secondary levels, writing in higher education emphasizes argumentation, research integration, academic conventions, and critical engagement with sources. According to Ken Hyland, academic writing instruction involves helping students understand disciplinary discourse, rhetorical expectations²⁸. It highlights that academic writing is shaped by genre conventions and discourse community expectations, meaning that students must learn not only language structures but also how knowledge is constructed and communicated within their field.

Within this framework, peer tutoring emerges as one of the instructional strategies used to support students' academic writing development. It is grounded in collaborative learning principles, where students learn from and with each other through structured interaction. Peer tutoring allows more experienced or trained students to provide academic support, feedback, and scaffolding to their peers during the writing process. As part of writing instruction in higher education, peer tutoring contributes to improving students' understanding of academic conventions, strengthening argument development, enhancing revision skills, and fostering academic confidence.

1. Peer Tutoring in Higher Education

a. Definition of Peer Tutoring

Peer tutoring is a form of academic support in which students with similar academic levels help each other in learning. According to

²⁸ Hyland, K. (2013). *Writing in the university: Education, knowledge and reputation*. *Language Teaching*, 46(1), 53–70

Huisman et al., it allows students to exchange feedback, explanations, and guidance to improve academic skills through collaborative learning rather than teacher centered instruction.²⁹ In this process, tutors provide guidance and feedback, while tutees actively participate by asking questions, clarifying ideas, and applying the support they receive.

Peer tutoring also involves active interaction between more knowledgeable peers (tutors) and learners (tutees). As explained by Priscilla and Rufinus, tutors provide guidance, share strategies, and give constructive feedback, while tutees engage by asking questions, clarifying misunderstandings, and applying the advice received.³⁰ This interaction supports mutual learning and skill development for both parties.

From a broader educational perspective, peer tutoring can be seen as a learning strategy that encourages students to learn with and from each other without immediate teacher intervention. Zou highlights that peer tutoring relies on peer interaction rather than direct teacher control, promoting learner autonomy and active participation in the learning process.³¹

Based on these perspectives, peer tutoring can be seen as a collaborative form of academic support in which students help each

²⁹ Huisman, B., Saab, N., van den Broek, P., & van Driel, J. (2018). *Peer feedback on academic writing: Undergraduate students' peer feedback role, peer feedback perceptions and essay performance*. *Assessment & Evaluation in Higher Education*, 43(6), 955–968.

³⁰ Prisila, M., & Rufinus, A. (2024). *Peer tutoring in academic writing*. *JOEEL Journal of English Education and Literature*, 5(1), 35–49.

³¹ Zou, N. R. (2023). *Peer tutoring in K-12 education*. In *Proceedings of the International Conference on Interdisciplinary Humanities and Communication Studies*.

other through interaction, guidance, and feedback. It allows students to develop skills, participate actively in learning, and share responsibility for giving and receiving support in a structured but flexible way. This view forms the basis for examining the key characteristics of effective peer tutoring.

b. Characteristic of Peer Tutoring

Building on its basic principles, peer tutoring can be described through several key characteristics. According to Redzimska and Sulikowski, peer tutoring involves structured guidance, collaborative learning, and continuous feedback that help students complete tasks and improve understanding.³² The peer to peer relationship encourages trust, openness, and equal participation, while both tutors and tutees benefit from the process. Peer tutoring is also flexible, as it can be conducted face to face, online, or in hybrid settings. These features show that peer tutoring is a student centered and mutually beneficial approach that supports learning and engagement.

c. Peer Tutoring in Undergraduate Thesis Writing

In the context of thesis writing, peer tutoring involves more experienced students (tutors) assisting less experienced peers (tutees) through guidance, feedback, and discussion. As Huisman et al. explain, peer tutoring enables students to exchange explanations and advice to

³² Redzimska, M., & Sulikowski, P. (2024). *Peer tutoring and peer feedback: Effective methods of support for students in the academic environment*. *Beyond Education*, 12(1), 45–60.

improve academic performance while emphasizing collaborative, reciprocal learning.³³ Tutors help tutees by providing guidance, feedback, and academic discussion throughout the thesis writing process, while tutees actively engage in clarifying doubts and applying the support they receive.

Peer tutoring plays an important role in thesis writing because it supports self regulated learning, confidence, and academic engagement during a challenging and often isolating process. Recent research by Pengyu et al. shows that trained peer tutors are more effective in engaging tutees, increasing their satisfaction and academic confidence, and encouraging active learning.³⁴ These findings indicate that well-prepared peer support can enhance students' learning experiences during thesis writing. This finding is consistent with Santi, who found that participation in a writing community helped students improve their writing skills through discussion and peer interaction.³⁵ Together, these findings suggest that interaction among peers creates a supportive learning environment that facilitates students' academic writing development.

Building upon this general understanding, peer tutoring in this study was implemented within a more specific context. Throughout the

³³ Huisman, B., Saab, N., van den Broek, P., & van Driel, J. (2018). *Peer feedback on academic writing: Undergraduate students' peer feedback role, peer feedback perceptions and essay performance*. *Assessment & Evaluation in Higher Education*, 43(6), 955–968.

³⁴ Lin, P., Zhou, Q., Ma, J., Wang, X., & Wu, J. (2025). *Peer tutoring in higher education: power from pedagogical training*. *Humanities and Social Sciences Communications*, 12(1).

³⁵ Santi, L. S. (2023). *Students' perception of the writing community in terms of improving their writing skills (Undergraduate thesis)*. Institut Agama Islam Negeri Curup.

thesis writing process, peer tutors supported students by discussing writing-related issues, providing suggestions, and clarifying ideas. In particular, peer tutors provided guidance and feedback based on students' interpretation of their supervisors' feedback, helping them improve their thesis drafts. Therefore, in this study, peer tutoring served as academic support throughout the thesis writing process.

d. The Role of Peer Tutoring in Undergraduate Thesis Writing

Peer tutoring has been widely recognized as an effective academic support strategy in higher education. As highlighted by Lin et al., peer tutoring is considered a critical component of academic support programs because it facilitates structured interaction, active engagement, and collaborative learning among students. Through peer led guidance, students not only receive academic assistance but also develop confidence, independence, and essential learning skills. The roles presented in the table illustrate how peer tutoring contributes to academic development, particularly in complex tasks such as thesis writing.³⁶

1) Supporting Academic Understanding

Peer tutoring plays a significant role in supporting academic understanding. Tutors assist peers in comprehending course materials, clarifying difficult concepts, and solving academic problems. In complex academic tasks such as thesis writing, this

³⁶ Lin, J., Smith, R., & Wang, T. (2025). *Peer tutoring in higher education: Power from pedagogical training*.

support may include helping students understand research methodology, organizing chapters systematically, and interpreting theoretical frameworks. Peer tutoring is also a long standing pedagogical practice that strengthens students' conceptual understanding through guided academic interaction.

In the context of thesis writing, this role becomes particularly crucial because students are required to integrate theory, methodology, and data analysis into a coherent academic work. Many students struggle to connect research problems with appropriate theoretical frameworks or research designs. Through peer tutoring, students can discuss their ideas openly, receive clarification, and refine their understanding before meeting their supervisors. This collaborative academic dialogue helps minimize misunderstandings and strengthens the foundation of their thesis.

2) Enhancing Academic Confidence and Motivation

Through collaborative discussion and supportive communication, students become more confident in handling challenging academic tasks. The interaction between tutor and tutee creates a less intimidating learning environment compared to formal lecturer student settings. Lin et al. emphasize that peer tutors refine their instructional approaches and communication strategies, resulting in higher satisfaction and improved engagement among tutees. This process helps reduce academic

anxiety and fosters persistence in completing demanding assignments.

In thesis writing, confidence plays a central role because students often experience self doubt, fear of criticism, and anxiety about academic expectations. Peer tutoring provides emotional reassurance and encouragement, allowing students to feel that their difficulties are normal and manageable. When students gain confidence through peer support, they are more willing to revise drafts, defend their ideas, and persist through multiple revisions, which are essential stages in completing a thesis successfully.

3) Feedback and Scaffolding

Peer tutoring provides feedback and scaffolding, which are essential in developing complex academic skills. Tutors offer structured comments on drafts, assist in setting realistic goals, and gradually reduce support as the learner becomes more competent. This guided assistance enables students to internalize writing strategies and research skills more effectively. Lin et al. highlight the importance of structured frameworks and active interaction in enhancing meaningful learning, which reflects the scaffolding nature of peer tutoring.

In thesis writing, scaffolding is particularly important because students must move from dependence to independence in conducting research and academic writing. Peer tutors can provide

early stage guidance, such as reviewing research proposals, checking coherence in arguments, or suggesting improvements in literature review organization. As students become more capable, the tutor's support decreases, encouraging independent thinking and academic autonomy. This gradual release of responsibility supports the development of competent and confident thesis writers.

4) Fostering Engagement and Active Learning

Peer tutoring fosters engagement and active learning. Through discussion, questioning, and collaborative problem solving, students become active participants rather than passive recipients of information. This structured interaction encourages critical thinking and deeper understanding of academic material. According to Lin et al, meaningful engagement between tutors and tutees strengthens learning outcomes and promotes active participation.

During the thesis writing process, active engagement is essential because students must critically analyze sources, interpret findings, and justify methodological choices. Peer tutoring sessions encourage students to articulate their ideas, defend their arguments, and respond to questions from peers. This interactive process sharpens analytical skills and deepens comprehension, making

students more prepared to handle thesis examinations and academic discussions.

5) Development of Academic Skills and Self Regulated Learning

Finally, peer tutoring supports the development of academic skills and self regulated learning. Beyond immediate academic assistance, peer tutoring helps students build critical thinking abilities, writing strategies, and self-monitoring skills. As students receive feedback and reflect on their progress, they learn to set goals, revise their work, and manage their own learning more independently. Lin et al. report significant improvements not only in tutees' academic confidence and performance but also in tutors' teaching competencies, demonstrating the reciprocal benefits of peer tutoring.

In the context of thesis writing, self regulated learning is vital because completing a thesis requires long term planning, time management, and sustained effort. Through peer tutoring, students learn to set writing targets, monitor their progress, and evaluate the quality of their drafts. This development of self regulation skills enables them to become independent researchers who can manage the complex and extended nature of thesis projects effectively.

Taken together, the roles presented in the table demonstrate that peer tutoring functions as more than simple academic assistance; it is a structured pedagogical approach that enhances understanding,

confidence, engagement, and independent learning in higher education contexts.

Table 2.1
The Role of Peer Tutoring in Thesis Writing

No	Theory	Indicator	Description	Sub Indicator
1	Lin, J., Smith, R., & Wang, T. (2025). <i>Peer tutoring in higher education: Power from pedagogical training.</i>	1. Supporting Academic Understanding	Peer tutoring helps students understand concepts, research methodology, and thesis structure through guided academic discussion.	1. Explanation of unclear research concepts through peer tutoring. 2. Better understanding of research methodology after peer discussion. 3. Changes in the organization of thesis chapters after tutoring sessions. 4. Connection between theory and research problems through peer discussion.
		2. Enhancing Academic Confidence and Motivation	Peer tutoring builds confidence, reduces anxiety, and increases motivation in completing thesis writing.	1. Increased academic confidence after peer tutoring sessions. 2. Reduced anxiety when discussing the thesis. 3. Increased willingness to revise thesis drafts after receiving feedback. 4. Feelings of encouragement or emotional support during peer tutoring.
		3. Feedback and Scaffolding	Peer tutors provide structured feedback and gradual guidance that supports skill development and independence.	1. Provision of specific comments or suggestions on thesis drafts from peers. 2. Step by step guidance in improving sections of the thesis. 3. Improvement in writing after receiving peer feedback. 4. Increased independence in thesis writing over

No	Theory	Indicator	Description	Sub Indicator
				time.
		4. Engagement and Active Learning	Peer tutoring encourages discussion, questioning, and collaborative problem solving, leading to deeper academic engagement.	1. Active participation in discussion during peer tutoring sessions. 2. Critical questioning during peer discussion. 3. Explanation or defense of research ideas during peer tutoring. 4. Improved ability to analyze literature critically after discussions.
		5. Development of Academic Skills and Self Regulated Learning	Peer tutoring helps students develop writing strategies, time management, and self-monitoring skills.	1. Setting writing goals after peer tutoring sessions. 2. Regular monitoring of thesis writing progress. 3. Improved time management through peer reminders or planning. 4. Independent revision of thesis drafts before submission to supervisors.

e. Implementation of Peer Tutoring in Undergraduate Thesis Writing

Carless and Boud argue that effective learning depends not only on receiving feedback but on students' ability to understand, interpret, and use feedback productively. They identify key elements of feedback literacy: appreciating feedback, making judgments, managing affect, and taking action.³⁷ These components directly explain how peer tutoring works in thesis writing.

³⁷ Carless, D., & Boud, D. (2018). *The development of student feedback literacy: Enabling uptake of feedback*. *Assessment & Evaluation in Higher Education*, 43(8), 1315–1325

1) Appreciating Feedback

Peer tutoring implements the principle of appreciating feedback. In thesis writing, students often receive comments on research design, theoretical framework, data analysis, or chapter organization. Through peer tutoring sessions, students learn to see feedback not as criticism but as guidance for improvement. Tutors help clarify comments, explain expectations, and model how to respond constructively. This aligns with Carless and Boud's idea that students must value feedback as part of the learning process.

The implementation of appreciating feedback in peer tutoring can be carried out through structured discussion of supervisor comments. During tutoring sessions, students are encouraged to restate feedback in their own words and categorize it into areas such as conceptual clarity, structure, argumentation, methodology, or language use. This process helps prevent misinterpretation and shifts students' perspectives from viewing feedback as criticism to understanding it as developmental guidance. In thesis writing, where comments such as "clarify your framework" or "strengthen your analysis" may feel abstract, peer tutors can help unpack these remarks by guiding discussion and connecting them to specific sections of the draft. Through this practice, students gradually develop a constructive attitude toward feedback.

2) Making Judgments

Peer tutoring develops students' ability in making judgments. Thesis writing requires evaluative skills such as assessing whether arguments are coherent, whether literature is synthesized effectively, or whether methodology is logically justified. During peer tutoring discussions, students review drafts, compare structures, and identify strengths and weaknesses. This practice strengthens their evaluative judgment, which Carless and Boud consider essential for becoming independent learners.

Making judgments is implemented through guided peer review activities that strengthen evaluative skills. In thesis writing, students need the ability to assess the quality of arguments, coherence between research questions and methods, and the integration of literature. Peer tutoring sessions can include the use of structured checklists or guiding questions to evaluate draft chapters. Tutors may ask students to conduct self-assessment before receiving peer input, encouraging reflection on strengths and weaknesses. This collaborative evaluation trains students to internalize academic standards and apply them independently. As a result, they become more capable of identifying gaps or inconsistencies in their own thesis drafts before submitting them to supervisors.

3) Managing Affect

Thesis writing often causes anxiety, especially when dealing with revisions or critical comments. Peer interaction provides a supportive and less intimidating environment where students can discuss difficulties openly. According to Carless and Bound, emotional responses influence how feedback is used. Peer tutoring helps students regulate frustration and build confidence, making them more willing to revise and improve their work.

Managing affect is implemented by creating a supportive and non threatening environment where students feel safe discussing challenges. Thesis writing often generates anxiety, especially after receiving extensive revisions. Peer tutoring can reduce emotional pressure by normalizing difficulties, sharing experiences, and breaking down large revisions into smaller, manageable tasks. Tutors may help prioritize major conceptual revisions before addressing minor technical corrections, preventing students from feeling overwhelmed. This emotional support strengthens resilience and persistence, which are essential during the lengthy thesis writing process.

4) Taking Action on Feedback

The ultimate goal of feedback literacy is not understanding comments, but applying them. In thesis writing, this means revising chapters, refining research questions, reorganizing arguments, or

improving citation accuracy. Tutors can guide students step by step in transforming feedback into concrete revisions. This practical application reflects Carless and Boud's emphasis on feedback as an active process rather than passive reception.

Taking action on feedback is implemented by transforming discussion into concrete revision strategies. Peer tutoring sessions should not stop at interpreting comments; they should include practical steps such as rewriting problematic paragraphs together, reorganizing chapter outlines, or integrating additional references into the literature review. Tutors can help students develop specific revision plans, including clear targets and deadlines. In thesis writing, this ensures that feedback leads to measurable improvement rather than remaining as unaddressed comments. By repeatedly engaging in this cycle of interpretation, evaluation, emotional regulation, and action, students gradually become more independent and effective academic writers.

In conclusion, the implementation of peer tutoring in undergraduate thesis writing reflects the framework of feedback literacy proposed by Carless and Boud, including appreciating feedback, making judgments, managing affect, and taking action. Through peer tutoring sessions, students learn to understand and value feedback, develop evaluative skills in reviewing their thesis work, and manage emotional responses during the revision process in a supportive environment. In addition,

peer tutoring encourages students to transform feedback into concrete revisions. Thus, peer tutoring helps students use feedback more effectively while developing greater independence in the thesis writing process.

Table 2.2
The Implementation of Peer Tutoring in Thesis Writing

No	Theory	Indicator	Description	Sub Indicator
1.	Carless, D., & Boud, D. (2018). <i>The Development of Student Feedback Literacy: Enabling Uptake of Feedback.</i>	1. Appreciating Feedback	Students understand the value and purpose of feedback as guidance for improvement rather than criticism.	1. Read and restate supervisor feedback in their own words. 2. Classify feedback (conceptual, structure, methodology, language, referencing). 3. Identify which thesis chapter the feedback refers to. 4. Discuss unclear comments with peer tutor for clarification.
		2. Making Judgments	Students develop evaluative judgment to assess the quality of academic writing according to academic standards.	1. Use a peer review checklist (clarity of problem, coherence, theoretical alignment, method suitability). 2. Conduct self-assessment before receiving peer comments. 3. Compare draft with academic criteria or sample theses. 4. Identify strengths and weaknesses in argumentation and structure.
		3. Managing Affect	Students regulate emotional responses such as anxiety, frustration, or low confidence when receiving feedback.	1. Share emotional reactions toward supervisor comments. 2. Normalize revision difficulties through peer discussion. 3. Prioritize major revisions before minor corrections. 4. Break revision tasks into smaller, manageable steps with short term goals.
		4. Taking Action	Students transform	1. Rewrite problematic sections together during peer session.

No	Theory	Indicator	Description	Sub Indicator
			feedback into concrete revision and improvement of their thesis.	2. Reorganize chapter outlines if needed. 3. Add or strengthen references to support arguments. 4. Create a revision action plan with clear deadlines and measurable targets.

C. Review of Related Findings

Previous research on peer tutoring in academic writing highlights that peer tutors provide collaborative support that extends beyond improving students' writing performance. Prisila and Rufinus, through their study entitled "*Peer Tutoring in Academic Writing, examined the implementation of peer tutoring in supporting students' academic writing*".³⁸ Using a qualitative approach through observation, interviews, and document analysis, the study found that peer tutoring encouraged collaborative learning through discussion, feedback, and mutual support during the writing process. The students also became more engaged and confident in developing their academic writing. These findings suggest that peer tutoring supports not only students' writing performance but also their overall academic development through collaborative learning.

Furthermore, Humaira Ishaka, through the study entitled "*Peer Tutoring Model in Enhancing Student Learning Outcomes at the Educational Action Research*", investigated the implementation of peer tutoring in enhancing

³⁸ Prisila, M., & Rufinus, A. (2024). *Peer Tutoring in Academic Writing*. JOEEL (Journal of English Education and Literature), 5(1), 35–49.

students' learning outcomes.³⁹ The findings revealed that peer tutoring encourages active interaction, collaborative guidance, and continuous support between tutors and students. Moreover, students showed higher participation in learning activities and increased confidence in completing academic tasks.

Moreover, Redzimska and Sulikowski, in their study entitled "*Peer Tutoring and Peer Feedback: Effective Methods of Support for Students in the Academic Environment*", investigated the implementation of peer tutoring and peer feedback in higher education.⁴⁰ Through a literature based study, the researchers found that peer tutoring can be implemented through personalized support, continuous feedback, flexible interaction, and various forms of communication according to students' learning needs. The study also emphasized that these approaches encourage students to participate actively in the learning and revision process. These findings suggest that peer tutoring provides flexible and responsive academic support that facilitates students' learning experiences.

In recent studies, Eleftheriou, Ahmer, and Fredrick, in their study entitled "*Balancing Ethics and Support: Peer Tutors' Experiences with AI Tools in Student Writing*", explored how peer tutors navigate ethical and pedagogical challenges when supporting students who use AI tools.⁴¹ The study found that

³⁹ Humaira Ishaka. (2026). *Peer Tutoring Model in Enhancing Student Learning Outcomes at the Educational Action Research*. Journal of Foreign Language Teaching and Learning, 11(1), 82–110.

⁴⁰ ⁴⁰ Redzimska, M., & Sulikowski, P. (2024). *Peer Tutoring and Peer Feedback: Effective Methods of Support for Students in the Academic Environment*. Beyond Education, 12(1), 45–60.

⁴¹ Eleftheriou, M., Ahmer, M., & Fredrick, D. (2025). *Balancing ethics and support: Peer tutors' experiences with AI tools in student writing*. Contemporary Educational Technology, 17(3), ep587.

tutors guided students through discussion, revision, and feedback while encouraging independent thinking and responsible AI use to maintain academic integrity. These findings suggest that peer tutoring remains essential in supporting both the academic and emotional aspects of students' writing development.

In a different educational context, Semartini, through her study entitled *The Effect of the Peer Tutoring Method in Online English Grammar Learning among Health Science Students*, examined the effectiveness of peer tutoring in online grammar classes.⁴² Using a mixed methods design with pre-tests, post tests, and questionnaires, the study reported a statistically significant improvement in students' grammar achievement. In addition, students demonstrated higher motivation, greater confidence, and more active participation during learning activities. These results indicate that peer tutoring not only improves academic performance but also fosters a more engaging and supportive online learning environment.

Based on the studies reviewed above, peer tutoring has consistently been shown to support students' academic development through collaborative guidance, feedback, interaction, motivation, and flexible learning support. However, most previous studies have focused on general academic writing or classroom learning rather than undergraduate thesis writing. Therefore, this study examines the roles of peer tutors and the implementation of peer

⁴² Semartini, A. (2025). *The effect of the peer tutoring method in online English grammar learning among health science students*. Education, Language, and Culture (EDULEC), 5(2), 152–163.

tutoring in supporting undergraduate students during the thesis writing process.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology used in this research. The methodology consists of six main components: (a) kind of the research, (b) subject of the research, (c) technique of data collection, (d) instrument of the research, (e) technique of data analysis, and (f) trustworthiness. Each component is explained in detail in the following sections to provide a clear understanding of how the research was conducted.

A. Kind of The Research

This research employed a qualitative research approach to explore the roles and implementation of peer tutoring in undergraduate thesis writing at the English Tadris Study Program of IAIN Curup. Creswell and Poth explain that qualitative research is used to understand social or educational phenomena from the perspectives of participants within their natural contexts.⁴³ In this research, peer tutoring was viewed as an academic practice that involved interaction, collaboration, and shared learning experiences among students during the thesis writing process. Therefore, a qualitative approach enabled the researcher to gain an in depth and contextual understanding of how peer tutoring operated and what roles it played in supporting students' academic writing development.

Furthermore, this research used a descriptive approach to examine peer tutoring practices in undergraduate thesis writing. As noted by Silverman,

⁴³ Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.

qualitative research focuses on describing and interpreting naturally occurring social practices.⁴⁴ In this research, the descriptive approach was used to explain the peer tutoring process, patterns of interaction among participants, and its contribution to students' thesis writing development. This approach enabled the researcher to provide a comprehensive and contextual understanding of peer tutoring within the academic setting.

B. Subject of The Research

In selecting the research subjects, the researcher employed purposive sampling as the technique to determine the participants. Dörnyei states that purposive sampling is commonly used in qualitative research to select individuals who possess specific experience and knowledge relevant to the research focus.⁴⁵ This technique enabled the researcher to intentionally choose participants who could provide meaningful and information rich data concerning the phenomenon under investigation.

In this research, the researcher selected twenty alumni of the English Tadris Study Program at IAIN Curup from the 2020 and 2021 cohorts as the research subjects. The participants were selected based on predetermined criteria. They had completed their undergraduate thesis, had frequently or routinely received peer tutoring during the thesis writing process, and had direct experience in using peer tutoring as academic support. In addition, the participants had received peer tutoring from alumni who had completed their undergraduate thesis and were experienced in providing academic guidance

⁴⁴ Silverman, D. (2020). *Qualitative research* (5th ed.). SAGE Publications.

⁴⁵ Dörnyei, Z. (2022). *Research methods in applied linguistics*. Oxford University Press.

and discussion, as they were frequently consulted by students during the thesis writing process. Their relatively recent experience in completing their undergraduate thesis enabled them to recall their peer tutoring experiences more clearly and provide rich, meaningful, and contextual information relevant to the objectives of this research. Furthermore, they were considered accessible for communication, which facilitated the data collection process.

The researcher selected these participants because they had direct experience relevant to the focus of this research. Since this research aimed to explore the roles and implementation of peer tutoring in undergraduate thesis writing, it was necessary to involve alumni who had sufficient experience to provide meaningful and contextual insights into how peer tutoring supported students throughout the thesis writing process. Furthermore, the participants were considered the most appropriate source of information because they directly experienced the implementation of peer tutoring and could provide first hand accounts of its roles and implementation during the thesis writing process.

C. Technique of Data Collection

The data collection technique in this research was aligned with the descriptive qualitative design. To explore the roles and implementation of peer tutoring, the researcher used semi structured interviews. This technique was used to obtain in depth data from alumni in order to answer both research questions regarding the roles and the implementation of peer tutoring.

1. Interview

An interview is a qualitative data collection technique used to explore participants' perspectives, understandings, and interpretations of a particular phenomenon.⁴⁶ In this research, the researcher used semi structured interviews. This type of interview allows the researcher to prepare guiding questions while still providing flexibility for participants to elaborate on their answers. It was chosen because it enables deeper exploration of how students who received peer tutoring understood the roles of peer tutoring as well as how the peer tutoring process was implemented during thesis writing.

The interviews were conducted with selected alumni of the English Tadris Study Program of IAIN Curup who had frequently or routinely received peer tutoring during their undergraduate thesis writing process. Through these interviews, the researcher aimed to identify how the participants perceived the roles, contributions, and implementation of peer tutoring in supporting thesis writing. The data obtained from the interviews were recorded and transcribed for further analysis.

D. Instrument of The Research

This research used interview guidance as the instrument for collecting the data. The interview guidance was used to explore the roles and implementation of peer tutoring in undergraduate thesis writing based on the experiences of alumni who had frequently or routinely received peer tutoring

⁴⁶ Braun, V., & Clarke, V. (2022). *Thematic analysis: A practical guide*. SAGE Publications.

during their thesis writing process. The instrument was developed based on the frameworks of Lin et al.⁴⁷ and Carless and Boud⁴⁸ and had been reviewed and validated by an expert before data collection.

Interview Guidance

Interview guidance was used to obtain in depth information from the participants through semi structured interviews. This instrument allowed the researcher to ask focused questions while giving participants the opportunity to elaborate on their experiences related to peer tutoring during the thesis writing process. In this research, the interview guidance consisted of two parts: Interview Guidance I and Interview Guidance II.

1. Interview Guidance I

The first interview guide was intended to answer the first research question concerning the roles of peer tutoring in undergraduate thesis writing. The questions were developed based on the framework of peer tutoring roles proposed by Lin et al. The interview questions were addressed to alumni who had received peer tutoring in order to explore how peer tutoring supported them during the thesis writing process. The complete interview guide is presented in Table 3.1.

⁴⁷ Lin, P., Zhou, Q., Ma, J., Wang, X., & Wu, J. (2025). *Peer tutoring in higher education: power from pedagogical training*. Humanities and Social Sciences Communications.

⁴⁸ Carless, D., & Boud, D. (2018). *The development of student feedback literacy: Enabling uptake of feedback*. *Assessment & Evaluation in Higher Education*, 43(8), 1315–1325

Table 3.1
Blueprint of Interview Guidance
Role of Peer Tutoring in Thesis Writing

No.	Aspect	Indicator	Sub Indicator	Question
1	Role of Peer Tutoring in Undergraduate Thesis Writing	Supporting Academic Understanding	Clarifying difficult concepts	1. How does peer tutoring help you understand parts of thesis writing that you find difficult?
			Understanding research methodology	2. How does peer tutoring help you understand research methods or data analysis for your thesis?
			Organizing thesis structure	3. How does peer tutoring help you organize your thesis chapters or improve the structure of your writing?
			Connecting theory to research problem	4. How does your peer tutor help you connect theories or previous studies to your research topic?
2		Confidence and Motivation	Building confidence and reducing anxiety	5. How does peer tutoring help you feel more confident and less anxious when facing difficulties, uncertainty, or fear of making mistakes during thesis writing?
			Encouraging persistence and providing emotional support	6. How does peer tutoring motivate you to keep working on your thesis and support you emotionally when you feel discouraged?
3		Feedback and Scaffolding	Giving feedback and step-by-step guidance	7. How does your peer tutor provide feedback and guide you step by step in revising and improving your thesis draft?
			Improvement	8. In your opinion, how has

No.	Aspect	Indicator	Sub Indicator	Question
4			after feedback	your thesis writing improved after receiving peer tutoring?
			Fostering independence	9. How does peer tutoring help you become more independent in writing and revising your thesis?
		Engagement and Active Learning	Active participation	10. How do you usually participate in peer tutoring sessions?
			Critical questioning	11. What kinds of questions does your peer tutor ask that make you think more deeply about your thesis?
5		Academic Skills and Self-Regulated Learning	Defending ideas and critical analysis	12. How does peer tutoring help you explain, defend, and critically analyze your research ideas, theories, or previous studies?
			Monitoring progress and goal setting	13. How does peer tutoring help you set thesis-writing goals, monitor your progress, and manage your work toward completion?
			Time management	14. How does peer tutoring help you manage your time in completing your thesis?
			Independent preparation before supervision	15. How does peer tutoring help you prepare your draft before meeting your supervisor?

2. Interview Guidance II

The second interview guide was intended to answer the second research question concerning the implementation of peer tutoring in undergraduate thesis writing. The questions were developed based

on the feedback literacy framework proposed by Carless and Boud, which explains how students understand, evaluate, and apply feedback during the learning process. The interview questions were addressed to alumni who had received peer tutoring in order to explore how peer tutoring was implemented in supporting them during the thesis writing process. The complete interview guide is presented in Table 3.2.

Table 3.2
Blueprint of Interview Guidance
Implementation of Peer Tutoring in Thesis Writing

No.	Aspect	Indicator	Sub Indicator	Question
1	Implementation of Peer Tutoring in Undergraduate Thesis Writing	Appreciating Feedback	Understanding feedback and clarifying unclear comments	1. How does your tutor help you understand, restate, and clarify unclear feedback from your thesis supervisor?
			Restating feedback in their own words	2. Does your tutor ask you to explain the supervisor's feedback in your own words? How?
			Identifying the focus of feedback	3. How does your tutor help you identify what part of your thesis the feedback is about?
2		Making Judgments	Reviewing thesis drafts and identifying strengths and weaknesses	4. How does your tutor guide you in reviewing your thesis draft and identifying the strengths and weaknesses of your arguments, organization, writing, or references?

No.	Aspect	Indicator	Sub Indicator	Question
3			Using academic criteria	5. How does your tutor help you compare your thesis draft with academic standards or campus requirements?
			Encouraging self-assessment	6. Does your tutor encourage you to check your own thesis draft before receiving comments? How?
		Managing Affect	Responding to emotional reactions	7. How does your tutor respond when you feel confused, stressed, or discouraged after receiving feedback?
			Creating a supportive atmosphere	8. How does your tutor make the tutoring session feel comfortable and supportive?
			Helping students prioritize revisions and break revisions into manageable steps	9. How does your tutor help you decide which revisions should be done first and divide difficult revision tasks into smaller, manageable steps?
		Taking Action on Feedback	Revising problematic sections and improving content and references	10. How does your tutor help you revise weak or problematic sections and improve your arguments, explanations, structure, or supporting references?
4			Reorganizing writing	11. How does your tutor help you reorganize parts of your thesis when the structure is unclear?

No.	Aspect	Indicator	Sub Indicator	Question
			Planning follow-up revisions	12. After a tutoring session, how does your tutor help you plan your next revision steps?

E. Technique of Data Analysis

This research employed thematic analysis as the technique to analyze qualitative data obtained from semi structured interviews. Thematic analysis is a flexible and systematic method for identifying, organizing, and interpreting patterns of meaning within qualitative data. According to Braun and Clarke, thematic analysis enables researchers to interpret participants' experiences while maintaining a clear analytic structure.⁴⁹

This technique was appropriate for the present research because it allowed the researcher to explore both the roles and the implementation of peer tutoring in undergraduate thesis writing based on the experiences of alumni who had received peer tutoring during their thesis writing process. Through thematic analysis, patterns emerging from participants' interview responses were systematically interpreted to answer the research questions.

In conducting the analysis, the researcher followed the six phases of thematic analysis proposed by Braun and Clarke, as described below:

1. Familiarization with the Data

The researcher began by becoming deeply familiar with the collected data. The interview recordings from alumni who had received peer tutoring were transcribed verbatim. The researcher read and re-read the

⁴⁹ Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. Sage.

transcripts to understand participants' experiences in receiving peer tutoring during thesis writing.

2. Generating Initial Codes

At this stage, meaningful units of data were coded systematically. Codes were developed based on the participants' interview responses and were guided by the conceptual frameworks of peer tutoring roles proposed by Lin et al. and the implementation of peer tutoring described by Carless and Boud. These codes included elements such as academic explanation, emotional support, feedback provision, collaborative discussion, scaffolding practices, and self regulation strategies experienced by the participants.

3. Searching for Themes

The researcher grouped related codes into broader categories to form potential themes. These themes reflected patterns of how peer tutoring supported undergraduate thesis writing and how peer tutoring was implemented during the thesis writing process.

4. Reviewing Themes

All themes were carefully reviewed to ensure that they accurately represented the data set. The researcher refined, combined, or removed themes that were overlapping, unclear, or not strongly supported by the data to ensure coherence and consistency.

5. Defining and Naming Themes

Each theme was clearly defined and named. The researcher described the essence of each theme and explained how it related to the roles and

implementation of peer tutoring based on the frameworks of Lin et al. and Carless and Boud. This step ensured that each theme provided meaningful insight into the research questions.

6. Interpreting and Reporting the Findings

In the final stage, the researcher interpreted the themes and presented them systematically. The findings from the interviews were reported to provide a comprehensive understanding of peer tutoring practices from the perspective of alumni who had received peer tutoring. The results were then discussed in relation to the theoretical frameworks of Lin et al. and Carless and Boud to explain the roles and implementation of peer tutoring in undergraduate thesis writing.

Through this thematic analysis process, the study provided a clear, coherent, and in-depth understanding of how peer tutoring functioned and was implemented in undergraduate thesis writing based on participants' real experiences.

F. Trustworthiness

To ensure the rigor and quality of this qualitative study, the researcher employed trustworthiness criteria proposed by Lincoln and Guba⁵⁰ and further developed in recent qualitative research literature such as Nowell et al.⁵¹ and Braun and Clarke⁵². These criteria include credibility, transferability,

⁵⁰ Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications.

⁵¹ Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*.

⁵² Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. Sage Publications.

dependability, and confirmability, which are essential for ensuring the rigor and trustworthiness of qualitative research findings.

1. Credibility

Credibility refers to the extent to which the findings accurately represent participants' perspectives and experiences. To ensure credibility, the researcher applied several strategies: (a) in depth semi structured interviews with alumni who had received peer tutoring to obtain rich and meaningful data; (b) member checking, in which participants reviewed and verified the accuracy of their interview transcripts and preliminary interpretations; and (c) peer debriefing with the research supervisor to discuss emerging codes, themes, and interpretations during the thematic analysis process.

2. Transferability

Transferability refers to the extent to which the findings can be applied in other contexts. To enhance transferability, the researcher provided thick description of the research context, including detailed information about the participants, the English Tadris Study Program at IAIN Curup, and the implementation of peer tutoring in undergraduate thesis writing. Such detailed contextual descriptions enabled readers to determine the relevance and applicability of the findings to similar educational settings.

3. Dependability

Dependability refers to the consistency and transparency of the research process. To ensure dependability, the researcher maintained a

comprehensive audit trail documenting all stages of the research, including research design, data collection procedures, interview guidance, coding processes, and theme development using thematic analysis. This documentation enabled other researchers to follow the analytical process and evaluate the consistency of the findings.

4. Confirmability

Confirmability refers to the extent to which the findings are grounded in participants' data rather than researcher bias. To ensure confirmability, the researcher maintained a reflexive journal to document personal reflections, assumptions, and potential biases throughout the research process, as emphasized in reflexive thematic analysis. In addition, clear links between raw data, codes, themes, and interpretations were maintained to demonstrate that the findings were derived directly from participants' interview transcripts.

By applying these trustworthiness strategies, the researcher aimed to ensure that the findings of this study were credible, transferable, dependable, and confirmable, thereby strengthening the rigor and quality of the research.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings derived from semi structured interviews conducted during research. The research aimed to identify the roles of peer tutoring in supporting undergraduate students during the thesis writing process and to examine how peer tutoring was implemented in supporting students during thesis writing. The data were obtained from nine alumni of the English Tadris Study Program at IAIN Curup who had received peer tutoring during their undergraduate thesis writing process. This chapter elaborates on the research findings and their corresponding discussion.

A. FINDING

This section presents the findings based on data obtained through semi-structured interviews. To identify the interview participants, the researcher first distributed a screening questionnaire to alumni of the English Tadris Study Program at IAIN Curup from the 2020 and 2021 cohorts. A total of twenty one alumni responded to the questionnaire. The responses were then reviewed using the predetermined purposive sampling criteria. The screening questionnaire also helped ensure that the selected participants had received peer tutoring from alumni who had completed their undergraduate thesis and had experience in providing academic guidance and discussion during the thesis writing process. Based on these criteria, nine alumni who had completed their undergraduate thesis, had frequently or routinely received peer tutoring during the thesis writing process, and were willing to participate in the interview were selected as the research participants.

The interviews were conducted from May 21st, 2026, to June 6th, 2026, depending on the participants' availability and willingness to participate. Since each participant had different schedules and commitments, the interviews were conducted at different times using various modes, including face to face interviews, WhatsApp voice calls, and WhatsApp voice notes. Face to face interviews were conducted at locations preferred by the participants, such as their homes or workplaces, based on mutual agreement between the researcher and the participants. Meanwhile, online interviews were conducted through WhatsApp. Each interview lasted approximately 15 to 45 minutes. With the participants' consent, all interviews were audio recorded and subsequently transcribed for data analysis.

The findings are organized according to each research question and its corresponding indicators. Selected interview excerpts are presented to support each finding. All excerpts were translated from Indonesian into English without altering their original meaning.

1. The Role of Peer Tutoring in Supporting Undergraduate Students during Thesis Writing

The researcher employed semi structured interviews to address the first research question: “What is the role of peer tutoring in supporting undergraduate students of the English Tadris Study Program at IAIN Curup during the thesis writing process?” The interview questions were developed based on the theory of peer tutoring roles proposed by Lin et al., covering supporting academic understanding, confidence and motivation, feedback and scaffolding, engagement and active learning, as

well as academic skills and self regulated learning. Based on the interview data, the findings related to the roles of peer tutoring are presented in Table 4.1.

Table 4.1
Findings on the Roles of Peer Tutoring during Thesis Writing

No	Roles of Peer Tutoring	Interview Results
1.	Supporting Academic Understanding	1. Simplifying difficult concepts through explanations and tutors' previous experience. 2. Providing practical examples and discussion opportunities in thesis writing. 3. Guiding students in understanding research methodology through step by step explanations. 4. Demonstrating data collection, organization, and interpretation processes. 5. Supporting thesis structure and chapter organization. 6. Linking theories and previous studies with research problems.
2.	Confidence and Motivation	1. Reducing fear, stress, confusion, and anxiety during thesis writing. 2. Increasing students' confidence before supervision and after revisions. 3. Providing encouragement and emotional support during academic difficulties. 4. Motivating students to continue writing and completing their thesis. 5. Providing clearer direction and practical solutions for thesis related difficulties.
3.	Feedback and Scaffolding	1. Providing feedback on grammar, writing organization, thesis structure, theories, research instruments, and content. 2. Identifying weaknesses in thesis drafts and explaining necessary revisions. 3. Guiding students through the revision process step by step. 4. Explaining ways to revise and improve thesis drafts. 5. Improving thesis clarity, organization, and overall writing quality. 6. Developing students' ability to revise their thesis independently.

No	Roles of Peer Tutoring	Interview Results
4.	Engagement and Active Learning	1. Encouraging students to ask questions and express difficulties. 2. Promoting discussion, idea sharing, and note taking during tutoring sessions. 3. Encouraging students to explain and defend their research ideas. 4. Stimulating critical thinking through reflective questions. 5. Encouraging students to analyze research from different perspectives.
5.	Academic Skills and Self Regulated Learning	1. Helping students set realistic writing targets. 2. Monitoring thesis progress through discussions and revisions. 3. Supporting time management and revision prioritization. 4. Assisting students in preparing thesis drafts before supervision. 5. Encouraging independent evaluation and improvement of drafts. 6. Supporting systematic thesis writing management. 7. Developing students' independence in completing and revising their thesis.

Based on the table above, the researcher can explain the findings as follows.

1) Supporting Academic Understanding

The first role of peer tutoring found in this research was supporting students' academic understanding. Based on the interview results, peer tutoring helped students understand difficult parts of thesis writing, such as difficult concepts, disciplinary language, research methodology, thesis structure, and the relationship between theory and research problems. The participants explained that peer tutors made complicated parts of thesis writing easier to understand by using simpler language, giving examples, and explaining the steps based on their own thesis writing experience.

Student 2 stated, *“Peer tutoring really helped me understand the most difficult parts of my thesis because the tutor explained them in simpler and more understandable language.”*

Student 8 also explained, *“The tutor usually explained the research method related to my topic. For example, when we discussed data analysis, the tutor showed how the data should be collected, grouped, and interpreted in the thesis.”*

Based on the interview data, peer tutoring functioned as academic support that helped students understand thesis writing more clearly. The tutor’s explanation helped students clarify difficult concepts and understand research methodology in a more practical way. This finding shows that peer tutoring supported students’ academic understanding by making abstract or complicated thesis materials easier to understand.

2) Confidence and Motivation

Another important role of peer tutoring was helping students build confidence and maintain motivation during the thesis writing process. The interview results showed that students often experienced fear, stress, confusion, and anxiety when working on their thesis, especially when they had to revise their drafts or meet their supervisors. In this situation, peer tutors provided encouragement, emotional support, and clearer direction so that students felt more confident and motivated to continue their thesis writing.

Student 2 stated, *“Thesis writing usually makes me feel afraid and stressed, especially before meeting the supervisor. The tutor usually gives motivation so I can feel more confident.”*

Student 4 also explained, *“Honestly, peer tutoring really reduced my stress and automatically made me more confident.”*

After discussing with the tutor, I felt relieved because I got clarity about what I had to do.”

These statements indicate that peer tutoring helped students feel emotionally supported during the thesis writing process. The tutor did not only help students understand academic problems, but also helped them manage fear and uncertainty. Therefore, peer tutoring played a role in strengthening students’ confidence and motivation by making them feel guided, supported, and less alone in completing their thesis.

3) Feedback and Scaffolding

Peer tutoring also played a significant role in providing feedback and scaffolding. Based on the interview results, peer tutors helped students improve their thesis drafts by giving comments, corrections, suggestions, and step by step guidance. The participants explained that tutors checked their writing, identified mistakes, pointed out weak parts, and guided them gradually in revising the thesis. This process helped students understand not only which parts were incorrect, but also how to revise them properly.

Student 1 explained, *“The feedback usually focused on the sequence of writing, starting from the title, framework of thinking, chapters, subchapters, and other parts.”*

Student 4 also stated, *“The tutor directly showed which part was wrong, which paragraph was not connected, or which part of the method was incorrect, and then explained how to fix it step by step.”*

From the participants’ responses, peer tutoring helped students revise their thesis in a more structured and directed way. The tutor’s feedback was not limited to pointing out errors, but also included

guidance on how to improve the draft. This finding shows that peer tutoring provided scaffolding because students received gradual support until they were able to revise and improve their thesis writing more independently.

4) Engagement and Active Learning

The findings further showed that peer tutoring encouraged students' engagement and active learning. During the tutoring process, students were not only passive recipients of explanation, but also actively asked questions, discussed ideas, took notes, and reflected on their research decisions. The participants explained that peer tutoring sessions allowed them to express confusion, defend their ideas, and think more critically about the relationship between theory, research questions, and thesis content.

Student 2 stated, *“I asked many questions, discussed the thesis, and took notes from the tutor’s explanation about what I had to do.”*

Student 8 also explained, *“The tutor usually asked questions such as why I chose a certain theory or why a certain part was important for my research. Those questions made me think more deeply.”*

The interview data show that peer tutoring created an interactive learning process. Through discussion and questioning, students became more active in explaining their ideas and evaluating their research decisions. This finding indicates that peer tutoring supported active learning because it encouraged students to participate, think critically, and understand their thesis more deeply.

5) Academic Skills and Self Regulated Learning

In addition to academic and emotional support, peer tutoring also helped students develop academic skills and self regulated learning. Based on the interview results, peer tutors supported students in setting writing targets, monitoring thesis progress, preparing drafts before supervision, and revising their thesis more independently. The participants explained that the tutor did not only help them correct their drafts, but also helped them become more organized in managing the thesis writing process.

Student 1 stated, *“To determine the target for working on the thesis, the tutor usually asked at the beginning about how long I wanted to finish the thesis, how the process would be, and what target I wanted to achieve.”*

Student 8 also explained, *“The target was usually weekly. For example, in one week I had to finish one chapter or revise several pages, and in the next meeting the tutor checked my progress.”*

Based on the interview data, peer tutoring helped students regulate their thesis writing process more effectively. Through target setting, progress monitoring, and draft preparation, students became more aware of what they had completed and what still needed to be revised. This finding shows that peer tutoring supported students not only in improving thesis content, but also in developing independence and responsibility during the writing process.

In addition to the findings derived from Lin et al.'s theory, the researcher also identified several additional findings that emerged from

the participants' interview responses. Although these findings were not directly included in the theoretical framework, they consistently appeared in the participants' experiences during the thesis writing process. The additional findings were identified as peer tutor as supervisor feedback translator, practical academic resource provider, and peer progress-based motivator. The additional findings are presented in Table 4.2.

Table 4.2
Additional Findings on the Roles of Peer Tutoring during Thesis Writing

No	Additional Roles of Peer Tutoring	Interview Results
1.	Peer Tutor as Supervisor Feedback Translator	1. Interpreting unclear supervisor feedback into understandable revision guidance. 2. Facilitating the application of supervisor feedback during revisions.
2.	Practical Academic Resource Provider	1. Assisting literature searches through keyword identification. 2. Recommending relevant journals, references, and previous studies. 3. Providing academic resources to support thesis revision. 4. Suggesting appropriate academic terms and references.
3.	Peer Progress Based Motivator	1. Motivating students through observing peers' progress. 2. Encouraging thesis completion through shared progress and peer comparison.

Based on the table above, the additional findings of the first research question are explained as follows.

1) Peer Tutor as Supervisor Feedback Translator

Beyond the theory based findings, this research found that peer tutors also acted as supervisor feedback translators. Based on the interview results, some students experienced difficulty in understanding supervisor comments because the feedback was unclear, too general, or difficult to interpret. In this situation, peer

tutors helped students understand the supervisor's meaning by explaining the feedback in simpler and more understandable language.

Student 4 stated, *“This was the most crucial function for me. My supervisor's explanation was difficult to understand, so my tutor acted as a ‘translator.’ The tutor translated what the supervisor meant into language that was easier for me to understand, and we revised the draft together.”*

This statement shows that peer tutoring functioned as a bridge between supervisor feedback and students' understanding. The tutor helped the student interpret unclear comments and turn them into clearer revision steps. Therefore, this finding indicates that peer tutoring supported students not only through direct feedback, but also by helping them understand and respond to supervisor feedback more effectively.

2) Practical Academic Resource Provider

Another additional finding was the role of peer tutors as practical academic resource providers. The interview results showed that peer tutors helped students find academic resources needed for thesis writing, such as keywords, journal articles, relevant references, and examples from previous studies. This support was particularly useful when students experienced difficulties in finding literature or connecting their findings with previous studies.

Student 4 explained, *“The tutor helped me find suitable keywords, relevant titles, and journal article links that I needed as comparison materials in my thesis.”*

Student 7 also stated, *“The tutor often recommended specific journal articles for particular chapters and suggested more relevant and updated theories that were appropriate for my research topic.”*

From the participants’ responses, the researcher found that peer tutoring helped students access academic resources more practically. The tutors’ suggestions made it easier for students to locate relevant journals, theories, and references to improve their thesis content. Since this finding was reported by more than one participant, it indicates that peer tutoring also functioned as academic resource support during the thesis writing process.

3) Peer Progress Based Motivator

The last additional finding was peer progress based motivator. Based on the interview results, students were motivated not only by direct encouragement from tutors, but also by seeing the progress of other students during peer tutoring activities. This finding shows that the social atmosphere of peer tutoring could encourage students to keep working on their thesis.

Student 5 stated, *“The tutor did not directly give a specific target. However, because I often saw other friends discussing and showing their progress, I became motivated to finish my thesis. I felt that I was not the only one doing tutoring, and I could also know how far my friends had progressed.”*

This statement indicates that peer tutoring created a supportive academic environment. Seeing other students’ progress encouraged the participant to continue working on her own thesis. Therefore, peer tutoring did not only motivate students through direct advice from

tutors, but also through peer comparison and shared progress during the thesis writing process.

2. The Implementation of Peer Tutoring in Supporting Undergraduate Students during Thesis Writing

The researcher employed semi structured interviews to answer the second research question: “How is peer tutoring implemented in supporting undergraduate students of the English Tadris Study Program at IAIN Curup during the thesis writing process?” The interview questions were developed based on the feedback literacy theory proposed by Carless and Boud, encompassing appreciating feedback, making judgments, managing affect, and taking action on feedback. The findings presented in this section are based on data obtained through semi structured interviews. To enrich the interpretation of these findings, the participants’ narratives are further considered in the discussion section, providing additional contextual understanding of how peer tutoring was implemented throughout the undergraduate thesis writing process. Based on the interview data, the implementation of peer tutoring is presented in Table 4.3.

Table 4.3
Findings on the Implementation of Peer Tutoring during Thesis Writing

No	Implementation of Peer Tutoring	Interview Results
1.	Appreciating Feedback	1. Understanding unclear supervisor feedback through simpler explanations. 2. Clarifying the meaning of supervisor comments before revision. 3. Restating supervisor feedback using students’ own words.

No	Implementation of Peer Tutoring	Interview Results
		4. Identifying thesis parts targeted by supervisor feedback. 5. Interpreting supervisor feedback into meaningful revision guidance.
2.	Making Judgments	1. Reviewing thesis drafts before supervisor submission. 2. Identifying strengths and weaknesses of thesis writing. 3. Distinguishing parts that should be maintained or revised. 4. Evaluating writing based on academic standards and thesis guidelines. 5. Developing critical evaluation of students' own writing. 6. Making informed decisions before revising thesis drafts.
3.	Managing Affect	1. Reducing confusion, stress, anxiety, and discouragement during thesis writing. 2. Creating a supportive atmosphere for discussing difficulties. 3. Managing emotional reactions through listening and guidance. 4. Dividing revisions into smaller and manageable tasks. 5. Increasing calmness and confidence when dealing with revisions.
4.	Taking Action on Feedback	1. Translating feedback into concrete revision actions. 2. Guiding systematic revision of problematic thesis sections. 3. Improving thesis content through examples, references, and suggestions. 4. Reorganizing writing to improve clarity, structure, and coherence. 5. Preparing revision plans and task lists. 6. Applying feedback to improve thesis quality.

Based on the table above, the findings of the second research question are explained as follows.

1. Appreciating Feedback

The first implementation of peer tutoring found in this research was appreciating feedback. Based on the interview results, peer tutoring helped students understand, clarify, restate, and identify the focus of supervisor feedback. The participants explained that supervisor feedback was sometimes unclear, general, or difficult to

interpret. In this situation, peer tutors helped them understand the meaning of the feedback by explaining it in simpler language and connecting it to specific parts of the thesis that needed revision.

Student 1 stated, *“To understand or clarify confusing comments from the supervisor, I usually explained the main point of the supervisor’s comment to the tutor using my own words. After that, the tutor helped explain the meaning of the comment again in simpler language.”*

Student 4 also explained, *“My tutor acted as a ‘translator.’ The tutor translated what the supervisor meant into language that was easier for me to understand.”*

Based on the interview data, peer tutoring helped students appreciate feedback by making supervisor comments more understandable and useful for revision. Through clarification and restatement, students were able to identify what the supervisor meant and what parts of the thesis needed improvement.

2. Making Judgments

The second implementation of peer tutoring was helping students make judgments about their thesis drafts. Based on the interview results, peer tutors helped students review their drafts, identify strengths and weaknesses, use academic criteria, and evaluate their own writing. The participants explained that tutors did not only correct mistakes, but also helped them recognize which parts of their writing were already appropriate and which parts still needed revision.

Student 2 stated, *“The tutor usually checked the draft first, then showed which parts were already good and which parts were*

still lacking. So I knew which parts should be maintained and which parts should be improved.”

Student 8 also explained, *“For academic criteria, the tutor usually looked at the campus thesis writing guideline. For example, in terms of format, systematics, or writing style, the tutor adjusted it to the existing guideline.”*

From the participants’ responses, the researcher found that peer tutoring helped students evaluate their thesis drafts more carefully. The tutor’s guidance helped students understand the quality of their writing and revise it based on academic standards. This finding shows that peer tutoring supported students in developing evaluative judgment during the thesis writing process.

3. Managing Affect

The third implementation of peer tutoring found in this research was managing affect. Based on the interview results, peer tutoring helped students manage emotional reactions during the thesis writing and revision process. The participants explained that thesis revision often made them feel confused, anxious, stressed, or discouraged. Peer tutors responded to these feelings by listening to students’ problems, giving encouragement, creating a comfortable atmosphere, and helping them divide revisions into smaller steps.

Student 2 stated, *“When there were many revisions, it usually made me confused. So the tutor usually calmed me down first and said that the revisions could be done one by one.”*

Student 7 also explained, *“The tutor usually listened first to what confused us. The tutor did not directly blame us, but explained it slowly.”*

These statements indicate that peer tutoring was implemented as emotional support during thesis writing. The tutor helped students feel calmer, more comfortable, and less overwhelmed when facing revisions. This finding shows that peer tutoring supported students not only academically, but also emotionally during the revision process.

4. Taking Action on Feedback

The fourth implementation of peer tutoring was taking action on feedback. Based on the interview results, peer tutoring helped students apply feedback into concrete revision actions. The participants explained that after understanding feedback from supervisors or tutors, they were guided to revise problematic sections, improve content and references, reorganize writing, and plan follow up revisions.

Student 1 stated, *“The tutor usually helped me divide the revision into smaller parts first. After that, the tutor gave examples or references that were suitable for the parts that needed improvement.”*

Student 8 also explained, *“After the discussion, the tutor usually helped make a small task list or outline. So before the next meeting, I already knew what I had to revise and which parts I had to complete.”*

Based on the interview data, peer tutoring helped students transform feedback into clear revision steps. Through examples, references, task lists, and revision planning, students became more directed in improving their thesis drafts. This finding shows that peer

tutoring made feedback more practical because students were guided to apply it directly in their writing.

In addition to the findings derived from Carless and Boud's framework, the researcher also identified several additional findings that emerged from the participants' interview responses. Although these findings were not directly included in the theoretical framework, they consistently reflected the participants' experiences in implementing peer tutoring during the thesis writing process. The additional findings included supervisor expectation alignment, use of tutoring media and documentation, and flexible tutoring mode. These additional findings are presented in Table 4.4.

Table 4.4
Additional Findings on the Implementation of Peer Tutoring during Thesis Writing

No	Implementation of Peer Tutoring	Interview Results
1.	Supervisor Expectation Alignment	1. Understanding supervisors' expectations behind revision comments. 2. Aligning thesis revisions with supervisors' academic expectations. 3. Confirming revised drafts with supervisors after peer tutoring guidance.
2.	Use of Tutoring Media and Documentation	1. Using supervision notes and comments to clarify revision tasks. 2. Using marked thesis drafts to identify revision areas. 3. Using online communication (WhatsApp/video calls) for tutoring support. 4. Conducting face to face meetings for detailed discussions and feedback. 5. Combining media and documentation to support continuous revision.

No	Implementation of Peer Tutoring	Interview Results
3.	Flexible Tutoring Mode	1. Adjusting tutoring based on students' revision needs. 2. Applying face to face and online tutoring modes based on availability. 3. Conducting tutoring before or after supervision according to revision urgency. 4. Providing academic support whenever assistance is needed.

Based on the table above, the additional findings of the second research question are explained as follows.

1. Supervisor Expectation Alignment

Another finding that emerged from the data was supervisor expectation alignment. Based on the interview results, peer tutoring helped students adjust their thesis revisions to supervisor expectations and academic requirements. The participants explained that after receiving comments from their supervisors, peer tutors helped them understand what their supervisors expected, adjust their revisions according to academic requirements, and review their drafts before confirming the revisions with their supervisors.

Student 5 stated, *“There was actually no fixed answer because my supervisor explained that each supervisor has different expectations. My peer tutor also reminded me that I should always follow my own supervisor’s requirements, since each supervisor may have different academic standards and preferences.”*

Student 1 also explained, *“After the tutor checked my draft, the tutor usually suggested that I still confirm it again with the supervisor because the supervisor might have other views or suggestions.”*

From the participants' responses, the researcher found that peer tutoring helped students understand that revision decisions should

remain aligned with each supervisor's academic expectations. Peer tutors guided students in interpreting supervisor comments, reviewing their drafts, and ensuring that revisions remained consistent with the supervisors' requirements before the next supervision session. This finding indicates that peer tutoring functioned as supportive academic guidance rather than replacing the supervisors' role.

2. Use of Tutoring Media and Documentation

The second additional finding was the use of tutoring media and documentation. Based on the interview results, peer tutoring was implemented through various communication media and written documentation, including supervision notes, supervisors' comments, marked thesis drafts, face-to-face meetings, and WhatsApp video calls. These resources helped students understand revision instructions more clearly and supported continuous communication during the thesis writing process.

Student 1 stated, *“I usually used notes from supervision so it was easier to explain what the supervisor asked me to do.”*

Student 4 also explained, *“If the tutor had free time, we met directly at the study program. But if the tutor was busy, the tutor still made time to help me through WhatsApp video calls.”*

From the participants' responses, the researcher found that peer tutoring relied on both written documentation and communication media. Supervision notes and supervisors' comments enabled students to explain revision problems more accurately, while direct meetings and WhatsApp video calls allowed tutoring to continue

despite differences in time and availability. These findings demonstrate that various media and documentation supported the practical implementation of peer tutoring throughout the thesis writing process.

3. Flexible Tutoring Mode

The final additional finding was flexible tutoring mode. Based on the interview results, peer tutoring was implemented flexibly according to students' revision needs and tutors' availability. Rather than being restricted to formal meetings, tutoring could take place through direct discussions or WhatsApp video calls, depending on the situation and urgency of the revision.

Student 4 stated, *“The discussion was relaxed, and it could happen once or twice a week. If the tutor had free time, we met directly, but if the tutor was busy, the tutor still helped me through WhatsApp video calls.”*

From the interview data, the researcher found that flexibility was an important characteristic of peer tutoring implementation. Students could receive guidance through face to face meetings or online communication depending on the tutor's availability and the urgency of the revisions. This flexibility enabled students to obtain academic support whenever they needed assistance during the thesis writing process.

B. DISCUSSION

This section discusses the findings of the research in relation to the theoretical framework and previous studies. The discussion is organized

based on the two research questions. The first part discusses the role of peer tutoring in supporting undergraduate students during thesis writing, while the second part discusses the implementation of peer tutoring during the thesis writing process. This section also explains the meaning of the findings and relates them to the theories and related studies used in this research.

1. The Role of Peer Tutoring in Supporting Undergraduate Students during Thesis Writing

The findings of the first research question showed that peer tutoring played important roles in supporting undergraduate students during the thesis writing process. It supported students' academic understanding, confidence, feedback, active learning, and self regulated learning. In addition, this research identified three additional roles of peer tutoring, namely supervisor feedback translator, practical academic resource provider, and peer progress based motivator. Overall, these findings indicate that peer tutoring functioned as academic, emotional, and strategic support for students during the thesis writing process.

The findings are consistent with the framework proposed by Lin et al., who explain that peer tutoring supports students through academic, social, and emotional roles.⁵³ Academic support was reflected in the way peer tutors helped students understand difficult concepts, research methodology, and thesis structure, as well as provided feedback and guidance during revision. Emotional support appeared when peer tutors

⁵³ Lin, P., Zhou, Q., Ma, J., Wang, X., & Wu, J. (2025). *Peer Tutoring in Higher Education: Power from Pedagogical Training*. Humanities and Social Sciences Communications, 12(1).

helped reduce students' fear, stress, and confusion, while social support was demonstrated through active discussion, questioning, and collaborative interaction between tutors and students. These findings suggest that peer tutoring facilitated a collaborative learning process by combining explanation, guidance, interaction, and continuous support throughout thesis writing.

Beyond the roles explained in Lin et al.'s framework, this research also identified three additional roles of peer tutoring that emerged from the participants' experiences, namely supervisor feedback translator, practical academic resource provider, and peer progress based motivator. These findings are consistent with the study conducted by Prisila and Rufinus, who found that peer tutoring provides collaborative academic support throughout the academic writing process.⁵⁴ However, the present study extends their findings by identifying more specific forms of support within the context of undergraduate thesis writing. In particular, peer tutors helped students interpret supervisors' feedback more clearly, locate relevant academic resources, and maintain motivation by observing the progress of their peers during tutoring activities.

Based on the discussion above, peer tutoring can be understood as a multidimensional form of support during undergraduate thesis writing. It not only helped students improve their academic understanding and writing performance but also strengthened their confidence, encouraged active participation, and supported them strategically throughout the

⁵⁴ Prisila, M., & Rufinus, A. (2024). *Peer Tutoring in Academic Writing*. JOEEL (Journal of English Education and Literature), 5(1), 35–49.

writing process. Therefore, peer tutoring played an important role in helping students complete their undergraduate thesis more confidently, actively, and independently.

2. The Implementation of Peer Tutoring in Supporting Undergraduate Students during Thesis Writing

The findings of the second research question showed that peer tutoring was implemented as a feedback-based support process during undergraduate thesis writing. Its implementation was reflected through appreciating feedback, making judgments, managing affect, and taking action on feedback. In addition, this research identified three additional forms of implementation, namely supervisor expectation alignment, the use of tutoring media and documentation, and flexible tutoring mode. Overall, these findings indicate that peer tutoring supported students in understanding feedback, evaluating their drafts, managing emotional responses, and carrying out thesis revisions more effectively.

The findings are consistent with the feedback literacy framework proposed by Carless and Boud, who explain that effective feedback use involves appreciating feedback, making judgments, managing affect, and taking action on feedback.⁵⁵ In this research, peer tutoring helped students understand supervisors' comments, evaluate the strengths and weaknesses of their drafts, manage confusion and anxiety during the revision process, and apply feedback to improve their thesis. These

⁵⁵ Carless, D., & Boud, D. (2018). *The Development of Student Feedback Literacy: Enabling Uptake of Feedback*. *Assessment & Evaluation in Higher Education*, 43(8), 1315–1325.

findings suggest that peer tutoring supported students in using feedback actively and meaningfully throughout the thesis writing process.

Beyond the implementation described in Carless and Boud's framework, this research also identified three additional forms of peer tutoring implementation, namely supervisor expectation alignment, the use of tutoring media and documentation, and flexible tutoring mode.

These findings are consistent with the study conducted by Humaira Ishaka, who found that peer tutoring promotes collaborative guidance, active interaction, and continuous support throughout the learning process.⁵⁶ In the present research, peer tutoring was likewise implemented through continuous guidance, discussion, and interaction, enabling students to understand supervisor feedback, discuss revision strategies, and gradually improve their thesis drafts.

The findings are also supported by Redzimska and Sulikowski, who reported that peer tutoring can be implemented through personalized support, continuous feedback, flexible interaction, and various forms of communication according to students' learning needs.⁵⁷ Likewise, this research found that peer tutoring was implemented through flexible tutoring modes and the use of various communication media and documentation, such as WhatsApp, video calls, supervision notes, and revised drafts. However, the present study extends their findings by

⁵⁶ Humaira Ishaka. (2026). *Peer Tutoring Model in Enhancing Student Learning Outcomes at the Educational Action Research*. Journal of Foreign Language Teaching and Learning, 11(1), 82–110.

⁵⁷ Redzimska, M., & Sulikowski, P. (2024). *Peer Tutoring and Peer Feedback: Effective Methods of Support for Students in the Academic Environment*. Beyond Education, 12(1), 45–60.

identifying more specific forms of peer tutoring implementation in the context of undergraduate thesis writing, namely supervisor expectation alignment, the use of tutoring media and documentation, and flexible tutoring mode.

The narrative responses also provided supporting evidence for these findings. Although narrative inquiry was not used as the primary source of data, it complemented the interview findings by illustrating how students experienced peer tutoring during the thesis writing process. The participants' narratives showed that peer tutoring helped them understand feedback more clearly, organize their revisions, and respond to academic challenges more effectively.

Based on the discussion above, peer tutoring can be understood as a feedback based support process that helped undergraduate students use feedback more effectively during thesis writing. It enabled students to understand supervisors' comments, evaluate their drafts, manage emotional pressure, and transform feedback into concrete revision actions. Therefore, peer tutoring contributed to a more organized, confident, and independent thesis writing process.

CHAPTER V

CONCLUSION & SUGGESTION

After analyzing and interpreting the findings discussed in the previous chapter, this chapter presents the conclusion and suggestions as the final part of this research. The conclusion summarizes the key answers to the research questions, focusing on the roles of peer tutoring and how peer tutoring was implemented in supporting undergraduate students during the thesis writing process. Meanwhile, the suggestions are provided for students, alumni, and the institution as the main parties involved in the practice of peer tutoring in thesis writing.

A. CONCLUSION

Based on the findings and discussion presented in Chapter IV, several conclusions can be drawn regarding peer tutoring in undergraduate thesis writing at the English Tadris Study Program of IAIN Curup.

1. Peer tutoring serves as an important academic support during the thesis writing process. It helps students understand thesis materials, revise drafts, build confidence, discuss research ideas, and manage their writing progress. It also functions as a mediator of supervisor feedback, a provider of academic resources, and a motivator through peer progress. These roles show that peer tutoring supports students academically, emotionally, socially, and strategically in completing their undergraduate thesis.

2. Regarding its implementation, peer tutoring is carried out as a feedback based support process. It assists students in interpreting supervisor comments, evaluating thesis drafts, managing emotional responses, and transforming feedback into concrete revision actions. The implementation is also supported by supervisor expectation alignment, tutoring media and documentation, and flexible tutoring modes based on students' revision needs.

Taken together, peer tutoring can be concluded as a valuable academic support practice in undergraduate thesis writing. It complements formal supervision by helping students gain clearer direction, stronger confidence, and greater independence throughout the thesis writing process.

B. SUGGESTIONS

Based on the conclusions above, the researcher proposes several suggestions for students, alumni, and the institution.

1. For Students

a. Actively Use Peer Tutoring as Academic Support

Students are encouraged to use peer tutoring as a supportive strategy during the thesis writing process. Through peer tutoring, students can ask questions, clarify confusing parts, discuss research ideas, and receive practical suggestions for improving their thesis drafts.

b. Prepare Notes Before Tutoring Sessions

Students should prepare supervision notes, supervisor comments, draft revisions, and questions before meeting their peer

tutors. This preparation can make the tutoring process more focused and help students understand which parts of their thesis need improvement.

c. **Develop Independence in Thesis Writing**

Students should not depend completely on peer tutors. Instead, they should use tutoring guidance as a way to improve their understanding and develop independence in revising their thesis. After receiving feedback, students are expected to review, revise, and evaluate their own drafts more actively.

2. For Alumni

a. **Provide Clear and Practical Guidance**

Alumni who act as peer tutors are encouraged to provide clear and practical guidance for students during the thesis writing process. They can help students understand difficult thesis materials, supervisor comments, and revision instructions in simpler and more understandable language.

b. **Give Constructive Feedback**

Alumni should provide constructive feedback on students' thesis drafts, especially related to content, structure, coherence, methodology, references, and academic writing style. The feedback should not only point out mistakes, but also guide students step by step in revising and improving their writing.

c. Share Thesis Writing Experience

Alumni are also encouraged to share their own thesis writing experiences with students. Their experiences can help students understand common thesis writing difficulties and possible strategies to overcome them. This support can make students feel more motivated, confident, and prepared during the thesis writing process.

3. For Institution

a. Support Peer Tutoring Practices

The institution is suggested to support peer tutoring as one form of academic assistance for students who are writing their undergraduate thesis. This support can help students receive additional guidance outside formal supervision.

b. Facilitate Academic Interaction between Students and Alumni

The institution can facilitate academic discussions, thesis sharing sessions, or informal mentoring activities involving alumni and final year students. Through these activities, alumni can share their experiences and students can receive practical guidance related to thesis writing.

c. Provide General Guidance for Peer Tutoring Activities

The institution may provide general guidance for peer tutoring activities so that the process remains helpful and academically appropriate. This guidance can clarify that peer tutors support students through explanation, discussion, feedback, and

motivation, while the final academic decision remains under the authority of the thesis supervisor.

4. For Future Researchers

a. Conduct Quantitative Research on the Effectiveness of Peer Tutoring

Future researchers are encouraged to conduct quantitative studies to examine the effectiveness of peer tutoring in supporting undergraduate thesis writing. Such studies may provide empirical evidence regarding the extent to which peer tutoring influences students' thesis writing performance.

b. Explore the Perspectives of Peer Tutors

Future studies are also recommended to explore the perspectives and experiences of peer tutors, as this study focused only on the experiences of tutees. Investigating peer tutors' perspectives may provide a more comprehensive understanding of the peer tutoring process during thesis writing.

By implementing these suggestions, students, alumni, institutions, and future researchers can collaboratively contribute to strengthening peer tutoring practices in undergraduate thesis writing. Through clear guidance, constructive feedback, continuous academic support, and further research, peer tutoring can continue to support students in completing their thesis with better understanding, confidence, and independence.

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A P P E N D I C E S

APPENDIX 1

SK PENELITIAN, SK PEMBIMBING, AND KARTU

BIMBINGAN SKRIPSI



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : **429** /In.34/FT/PP.00.9/04/2026
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

23 April 2026

Kepada Yth. **Rektor IAIN Curup**

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Rahma Madani
NIM : 22551040
Fakultas/Prodi : Tarbiyah / Tadris Bahasa Inggris
Judul Skripsi : Peer Tutoring in Undergraduate Thesis Writing at English Tadris Study Program of IAIN Curup
Waktu Penelitian : 23 April 2026 s.d. 23 Juli 2026
Lokasi Penelitian : Prodi TBI IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I,

Dr. Sakut Anshori, S.Pd.I., Hum
NIP. 19811020 200604 1 002

Tembusan : disampaikan Yth ;

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH**

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Nomor : 171 Tahun 2026

Tentang
**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Permohonan Saudara Rahmah Madani tanggal 08 April 2026 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi
2. Berita Acara Seminar Proposal Pada Hari Kamis, 26 Februari 2025

MEMUTUSKAN :

Menetapkan

- Pertama** : 1. **Jumatul Hidayah, M.Pd** **197802242002121002**
2. **Sarwo Edy, M.Pd** **198106072023211011**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Rahma Madani**

N I M : **22551040**

JUDUL SKRIPSI : **Peer Tutoring in Undergraduate Thesis Writing at English Tadris Study Program of IAIN Curup**

- Kedua** : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku.

Ditetapkan di Curup,
Pada tanggal 08 April 2026
Dekan,

/Sutarto

Tembusan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;



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KARTU BIMBINGAN SKRIPSI

Nama : Rahma Madani Pembimbing I : Jumatul Hidayah, M.Pd
NIM : 22551040 Pembimbing II : Sarwo Edy, M.Pd
Program Studi : Tadris Bahasa Inggris Akhir Bimbingan : 02 Juli 2026
Mulai Bimbingan : 18 Maret 2025
Judul Skripsi : Peer Tutoring In Undergraduate Thesis Writing
at English Tadris Study Program of IAIN Curup

Pembimbing I			Pembimbing II		
Tanggal	Materi Bimbingan	Paraf	Tanggal	Materi Bimbingan	Paraf
18/2025 Maret	Pengajuan Judul & ACC		18/2025 Maret	Konfirmasi Print Study & ACC Judul	
7/2025 April	Bimbingan Bab I		8/2025 April	Background	
15/2025 Mei	Revisi Bab I		19/2025 Mei	Revisi + ubah research question	
4/2025 Juni	Pengajuan Teori		4/2025 Juni	Teori bab 2	
30/2025 Juni	Bimbingan bab 2		1/2025 Juli	Bimbingan bab 2	
11/2025 Des	Revisi dan bimbingan bab 3		13/2025 Des	Revisi + konfirmasi & bimbingan bab 3	
27/2026 Jan	Instrument		22/2026 Jan	Instrument	
3/2026 Feb	Revisi bab 3 & ACC sempro		10/2026 Feb	ACC Sempro	
7/2026 April	Revisi setelah sempro pengajuan sk pembimbing		11/2026 April	Konfirmasi revisi + TTD SK pembimbing	
21/2026 April	ACC SK Penelitian & Konfir hasil validasi		21/2026 April	ACC + konfir validasi	
21/2026 Mei	Bimbingan Perihal subject		25/2026 Mei	Bimbingan blueprint interview	
24/2026 Juni	Konfirmasi Hasil Coding		18/2026 Juni	Bimbingan analisis data (coding)	
26/2026 Juni	Bimbingan Bab 4 (findings)		21/2026 Juni	Bimbingan bab 4	
29/2026 Juni	Revisi Findings & bimbingan discussion		27/2026 Juni	Revisi bab 4	
30/2026 Juni	Bimbingan Bab 5		29/2026 Juni	Bimbingan Bab 5	
02/2026 Juli	Konfirmasi Seluruh Bab & ACC Sidang		01/2026 Juli	Konfirmasi seluruh bab & ACC Sidang	

Pembimbing I,

Jumatul Hidayah, M.Pd
NIP 197002242002122002

Curup, 02 Juli 2026
Pembimbing II,

Sarwo Edy, M.Pd
NIP 198106072023211011

- Catatan : 1. Pada saat bimbingan, kartu ini harus diisi dan ditandatangani/Paraf oleh pembimbing
2. Kartu ini harus dilampirkan sebagai syarat pada saat mendaftar sidang
3. Materi bimbingan tertulis secara terinci tentang hal yang dibimbing

APPENDIX 2
INSTRUMENT (VALIDATED)

**Blueprint of Interview Guidance of the Role of Peer Tutoring in Thesis Writing
(VALIDATED)**

No.	Aspect	Indicator	Sub Indicator	Question
1	Role of Peer Tutoring in Undergraduate Thesis Writing	Supporting Academic Understanding	Clarifying difficult concepts	1. How does peer tutoring help you understand parts of thesis writing that you find difficult?
			Understanding research methodology	2. How does peer tutoring help you understand research methods or data analysis for your thesis?
			Organizing thesis structure	3. How does peer tutoring help you organize your thesis chapters or improve the structure of your writing?
			Connecting theory to research problem	4. How does your peer tutor help you connect theories or previous studies to your research topic?
2		Confidence and Motivation	Building confidence and reducing anxiety	5. How does peer tutoring help you feel more confident and less anxious when facing difficulties, uncertainty, or fear of making mistakes during thesis writing?
			Encouraging persistence and providing emotional support	6. How does peer tutoring motivate you to keep working on your thesis and support you emotionally when you feel discouraged?

No.	Aspect	Indicator	Sub Indicator	Question
3		Feedback and Scaffolding	Giving feedback and step-by-step guidance	7. How does your peer tutor provide feedback and guide you step by step in revising and improving your thesis draft?
			Improvement after feedback	8. In your opinion, how has your thesis writing improved after receiving peer tutoring?
			Fostering independence	9. How does peer tutoring help you become more independent in writing and revising your thesis?
4		Engagement and Active Learning	Active participation	10. How do you usually participate in peer tutoring sessions?
			Critical questioning	11. What kinds of questions does your peer tutor ask that make you think more deeply about your thesis?
			Defending ideas and critical analysis	12. How does peer tutoring help you explain, defend, and critically analyze your research ideas, theories, or previous studies?
5		Academic Skills and Self-Regulated Learning	Monitoring progress and goal setting	13. How does peer tutoring help you set thesis-writing goals, monitor your progress, and manage your work toward completion?
			Time management	14. How does peer tutoring help you manage your time

No.	Aspect	Indicator	Sub Indicator	Question
				in completing your thesis?
			Independent preparation before supervision	15. How does peer tutoring help you prepare your draft before meeting your supervisor?

Validation Notes:

The validated interview guidance is stronger than the draft because it is more structured, detailed, and better aligned with the research question on how peer tutoring is implemented in thesis writing. Unlike the draft, the validated version adds clear sub-indicators, which make each question more specific and easier to understand, reducing overlap and helping collect more focused data. It also covers both academic and emotional support, as well as the process of tutoring, such as giving feedback, guiding step by step, and helping students become more independent. This makes it more effective for capturing real tutoring practices, not just general opinions.

Curup, April 17, 2026

Validator



Rizki Indra Guci, M.Pd.

**Blueprint of Interview Guidance of the Implementation of Peer Tutoring in
Thesis Writing
(VALIDATED)**

No.	Aspect	Indicator	Sub Indicator	Question
1	Implementation of Peer Tutoring in Undergraduate Thesis Writing	Appreciating Feedback	Understanding feedback and clarifying unclear comments	1. How does your tutor help you understand, restate, and clarify unclear feedback from your thesis supervisor?
			Restating feedback in their own words	2. Does your tutor ask you to explain the supervisor's feedback in your own words? How?
			Identifying the focus of feedback	3. How does your tutor help you identify what part of your thesis the feedback is about?
2		Making Judgments	Reviewing thesis drafts and identifying strengths and weaknesses	4. How does your tutor guide you in reviewing your thesis draft and identifying the strengths and weaknesses of your arguments, organization, writing, or references?
			Using academic criteria	5. How does your tutor help you compare your thesis draft with academic standards or campus requirements?
			Encouraging self-assessment	6. Does your tutor encourage you to check your own thesis draft before receiving comments? How?
3		Managing Affect	Responding to emotional reactions	7. How does your tutor respond when you feel confused, stressed, or discouraged after

No.	Aspect	Indicator	Sub Indicator	Question
4				receiving feedback?
			Creating a supportive atmosphere	8. How does your tutor make the tutoring session feel comfortable and supportive?
			Helping students prioritize revisions and break revisions into manageable steps	9. How does your tutor help you decide which revisions should be done first and divide difficult revision tasks into smaller, manageable steps?
		Taking Action on Feedback	Revising problematic sections and improving content and references	10. How does your tutor help you revise weak or problematic sections and improve your arguments, explanations, structure, or supporting references?
			Reorganizing writing	11. How does your tutor help you reorganize parts of your thesis when the structure is unclear?
			Planning follow-up revisions	12. After a tutoring session, how does your tutor help you plan your next revision steps?

Validation Notes:

The validated version is more effective than the draft because it is clearer, more structured, and easier for students to understand. While the draft already includes key stages like appreciating feedback, making judgments, managing emotions, and taking action, it tends to be more technical and specific (for example, mentioning checklists or detailed classifications), which may be harder for respondents to answer naturally. In contrast, the validated version simplifies these into more general but still focused sub-indicators, such as understanding

feedback, identifying its focus, and clarifying unclear comments, making the questions more practical and conversational. It also better emphasizes the real process of tutoring, including how tutors respond to students' emotions and help them plan revisions step by step.

Curup, April 17, 2026

Validator

A handwritten signature in black ink, appearing to read 'Rizki Indra Guci', written over the printed name.

Rizki Indra Guci, M.Pd.

**Blueprint of Narrative Inquiry for the Implementation of Peer Tutoring in
Undergraduate Thesis Writing
(VALIDATED)**

No.	Aspect	Indicator	Main Narrative Question	Guiding Prompts
1	Implementation of Peer Tutoring in Undergraduate Thesis Writing	Appreciating Feedback	Can you tell me about your experience of understanding and discussing supervisor feedback during peer tutoring sessions?	How supervisor feedback was first read and understood; restating feedback in one's own words; identifying whether the feedback was about content, structure, methodology, language, or references; recognizing which thesis chapter or section the feedback referred to; discussing unclear or confusing supervisor comments with peers
2		Making Judgments	Can you describe your experience of reviewing and evaluating your thesis draft during peer tutoring?	Reviewing the draft together; comparing the draft with thesis requirements or academic writing standards; identifying strengths and weaknesses in arguments, organization, or writing; doing self-assessment before receiving peer comments; deciding what parts of the draft still needed improvement
3		Managing Affect	Can you tell me about your emotional experience when receiving and discussing feedback in peer tutoring?	Feelings such as confusion, anxiety, stress, relief, or confidence; how peers responded to emotional reactions; how a comfortable and supportive atmosphere was created; how discussion helped normalize revision difficulties; deciding

No.	Aspect	Indicator	Main Narrative Question	Guiding Prompts
				which revisions should be prioritized first; breaking difficult revision work into smaller, more manageable steps
4		Taking Action on Feedback	Can you describe how feedback from supervisors and peers was followed up and turned into revision in your thesis writing?	Revising problematic or weak sections; improving arguments, explanations, and references; reorganizing sections or chapter structure; discussing revision strategies together; planning follow-up revisions after the session; setting targets or next steps for revision

Validation Notes:

Compared with the draft, the validated version shows clearer conceptual and methodological refinement. The table structure was improved by separating the broader aspect from its indicators, making the instrument more systematic and easier to interpret. The main narrative questions were revised to sound more experience-based and appropriate for narrative inquiry, while the guiding prompts were expanded to be more specific, observable, and useful for probing participants' experiences during interviews. In particular, the indicator "Taking Action" was refined into "Taking Action on Feedback" to better reflect the follow-up process after receiving supervisor and peer feedback. Overall, the validated version is more organized, operational, and ready to be used as a qualitative research instrument.

Curup, April 17, 2026

Validator



Rizki Indra Guci, M.Pd.

APPENDIX 3

INTERVIEW AND NARRATIVE INQUIRY TRANSCRIPTS

Example

Interview Script Tutee 2 (JT) – Student 2

Friday, 22 May 2026 (Offline)

1. INTERVIEW 1 (RQ 1)

Researcher : Selamat pagi kepada Mbak JT

JT : Selamat pagi

Researcher : Wawancara ini bertujuan untuk mengetahui peran peer tutoring dalam membantu mahasiswa selama proses penulisan skripsi. Tidak ada jawaban yang benar atau salah. Jadi silahkan menjawab berdasarkan pengalaman pribadi saja. Semua jawaban akan dijaga kerahasiaannya dan hanya digunakan untuk keperluan penelitian.
Apakah bersedia untuk di wawancara?

JT : Bersedia

Researcher : Pertanyaan pertama, gimana peer tutoring membantu kamu memahami bagian skripsi yang menurut kamu sulit?

JT : Okee, untuk peer tutoring itu sangat sangat membantu mbak dalam memahami bagian skripsi mbak yang tersulit kayak misal menjelaskan dalam bahasa yang lebih sederhana dan mudah dipahami. Jadi biasanya tutor yang mbak tanya tu dia jelasinnya kayak gini-gini itu mudah dipahami sedangkan kalau kita bimbingan sama pemimbingan cuma inti poin, yang paling intinya aja, kalau misalnya sama tutoring itu dia lebih ke semuanya. Jadi mbak jelas tuh mau nulisnya kayak gimana gitu.

Researcher : + Lebih dijelaskan gitu ya?

JT : Iya

Researcher : Oke selanjutnya, gimana peer tutoring membantu kamu memahami metode penelitian atau analisis data untuk skripsimu?

JT : Kalau itu biasanya peer tutoring nya itu menjelaskannya langkah demi langkah. Terus biasanya disertai sama contoh yang sesuai dengan topik yang ada di skripsi mbak.

Researcher : Selanjutnya, gimana peer tutoring membantu kamu menyusun bab skripsi atau memperbaiki susunan tulisanmu?

JT : Kalau tutornya mbak yang kemarin tu membantu mbak tu kayak menyusun bab skripsi nya itu biar lebih rapi terus terstruktur juga

karena kan kemarin kita kan baru menjalankan masa-masa skripsi itu baru pertama, jadi agak kacau penulisannya jadi **tutornya itu membantu memperbaiki kesalahan penulisan sama susunan paragrafnya.**

Researcher : Next, gimana tutor kamu membantu menghubungkan teori atau penelitian sebelumnya dengan topik skripsimu?

JT : Itu biasanya **tutornya menjelasinnya melalui jurnal sama contoh penerapan dalam penelitian** yang mbak.

Researcher : Gimana peer tutoring membantu kamu jadi lebih percaya diri dan mengurangi rasa takut, stres, atau bingung saat ngerjain skripsi?

JT : Biasanya skripsi itu bikin takut sama stress ya, apalagi kalau mau bimbingan. **Jadi tutor biasanya kasih motivasi supaya lebih percaya diri.** Terus kalau ada yang masih bikin ragu, **tutor bantu jelasin dan kasih gambaran kalau nanti ditanya dosen harus jawabnya gimana.**

Researcher : Gimana peer tutoring membantu kamu tetap semangat ngerjain skripsi dan memberi dukungan saat kamu mulai capek atau kehilangan semangat?

JT : **Biasanya tutor kasih motivasi, arahan waktu revisi,** terus bantu memahami teori yang ada di skripsi. **Jadi kalau lagi capek atau bingung, ada yang bantu ngarahin.**

Researcher : Gimana tutor memberi feedback dan membimbing kamu langkah demi langkah saat memperbaiki draft skripsi?

JT : Biasanya **feedback yang dikasih itu tentang tata bahasa, susunan kalimat, isi pembahasan, sama kesesuaian teori.** Terus **tutor juga langsung nunjukkin bagian yang perlu diperbaiki dan jelasin kenapa bagian itu harus direvisi.**

Researcher : Menurut kamu, apa perubahan yang paling terasa pada tulisan skripsimu setelah ikut peer tutoring?

JT : Lebih ini ya tadi **lebih terus struktur, terus lebih jelas** juga skripsi kita, jadi gak ngambang kan, terus habis itu **lebih mudah dipahami dari sebelumnya.** Dawalnya yang kacau tuh bikin sendiri, yang nggak ngerti ini dari mana arahnya, **kalau udah nanya-nanya sama tutor-tutor tuh ada gambarannya lagi gitu.**

Researcher : Oke, gimana peer tutoring membantu kamu jadi lebih mandiri dalam menulis atau revisi skripsi?

JT : Peer tutoring itu membantu memahaminya itu **dengan cara memperbaiki kesalahan dan menyusun tulisan sendiri.**

Researcher : Selanjutnya, biasanya kamu ikut berpartisipasi seperti apa selama sesi peer tutoring?

JT : Banyak tanya.

Banyak tanya nggak mungkin itu nggak kan. Pasti banyak tanya, terus diskusi, terus juga mencatat ini penjelasan dari tutor tuh apa aja yang harus kita lakuin kayak gitu kan, kadang tuh habis balik dari diskusi sama tutor itu mbak langsung kayak coba langsung revisi di rumah gitu.

Researcher : + Biasanya diskusi apa itu mbak?

JT : Biasanya diskusi tentang ini metode, terus juga jurnal apa lagi yang mau dimasukin gitu kan, habis itu tentang di bab empat hasil-hasil penelitian gitu.

Researcher : Oke selanjutnya, pertanyaan seperti apa dari tutor yang bikin kamu jadi lebih mikir tentang skripsimu?

JT : Tujuan penelitiannya sih.

Kadang tuh kayak mbak kan ada tutor kemarin kan, pertanyaannya itu sama “Tujuan skripsimu ini apa?”. Habis itu sama teori yang berhubungan sama datanya gitu, habis itu alasan kita memilih metode penelitian kita.

Researcher : + Takut ngga fokus gitu ya?

JT : Iya

Researcher : Gimana peer tutoring membantu kamu menjelaskan, mempertahankan, dan menganalisis ide penelitian, teori, atau jurnal dengan lebih kritis?

JT : Tutor sering melatih mbak menjawab pertanyaan tentang skripsi. Jadi mbak lebih terbiasa menjelaskan ide penelitian dan mempertahankannya. Kalau teori atau jurnal biasanya dibahas lewat diskusi dan penjelasan yang lebih mendalam.

Researcher : Gimana peer tutoring membantu kamu menentukan target, melihat perkembangan, dan mengatur pengerjaan skripsimu sampai selesai?

JT : Biasanya tutor menyarankan untuk fokus menyelesaikan satu bagian dulu sebelum lanjut ke bagian lain. Terus tutor juga sering membandingkan hasil revisi yang lama sama yang baru, jadi kelihatan perkembangan skripsinya.

Researcher : Oke next, gimana peer tutoring membantu kamu mengatur waktu supaya skripsi cepat selesai?

JT : Itu kadang agak dibantu kayak membuat jadwal pengerjaan juga sama memberi motivasi agar kayak lebih disiplin aja menyelesaikan

skripsinya. Kayak **dikasih jadwal**, kayaknya hari ini ini gitu, coba selesaikan gitu.

Researcher : Oke terakhir untuk interview sesi ini, gimana peer tutoring membantu kamu mempersiapkan draft sebelum ketemu dosen pembimbing?

JT : Itu biasanya dia itu sebelum ketemu dospem, **tutor mbak itu selalu ngecek ini kesalahan, terus perbaiki, terus sama memastikan tulisannya skripsi mbak itu siap untuk dibimbing.**

Researcher : + Jadi intinya kalau sebelum menghadap dosen pembimbing ke peer tutoring dulu?

JT : Iya, **dilihat dulu kan udah bagus apa belum.**

2. INTERVIEW 2

Researcher : Oke, sesi selanjutnya. Wawancara ini bertujuan untuk mengetahui bagaimana peer tutoring dilaksanakan selama proses penulisan skripsi. Apakah bersedia melanjutkan wawancara ini?

JT : Bersedia

Researcher : Pertanyaan pertama, gimana tutor kamu biasanya bantu kamu memahami, menjelaskan ulang, atau memperjelas komentar dosen yang masih membingungkan?

JT : Biasanya tutor nanya dulu komentar dari dosen pembimbing itu apa aja. Terus mbak jelasin lagi pakai bahasa mbak sendiri. **Kalau masih ada yang bikin bingung, tutor biasanya jelasin ulang dengan bahasa yang lebih sederhana, jadi mbak lebih paham maksud dari komentar dosen itu.**

Researcher : Terus, tutor kamu pernah minta kamu menjelaskan ulang komentar dosen pakai bahasa kamu sendiri? Biasanya gimana?

JT : Ya, pernah. Jadi, biasanya tutor itu nanya “*Tadi dosen mengomong apa gitu kan?*” gitu kan. **Terus mbak selalu jawab**, ngomongnya gini gini gini gini, **mbak jelasin tuh komentar apa aja yang dosen pembimbing tadi omong**, sama apa sih namanya kritikan-kritikan sama perbaikan-perbaikan apa aja yang harus diperbaiki, tapi enggak kayak dosen omong itu. **Mbak pake omongan mbak sendiri, bahasa mbak sendiri.**

Researcher : Gimana tutor kamu biasanya bantu mengenali komentar dosen itu tentang bagian apa dari skripsi kamu?

JT : Kalau tutor itu dia biasanya menunjukkan bagian yang dimaksud sama dosen pembimbing yang habis kita bimbingan tuh, dia tunjuk ini nih yang salah ini maksudnya nih gini gitu.

Researcher : Gimana tutor kamu membantu kamu mengecek draft skripsi sekaligus mengenali bagian yang masih kurang dan bagian yang sudah bagus dari skripsi kamu?

JT : Biasanya tutor ngecek draft skripsi mbak dulu. Terus ditunjukkan bagian mana yang masih kurang, bagian mana yang perlu diperbaiki, sama bagian yang sudah bagus. Habis itu tutor jelasin juga gimana cara memperbaikinya supaya lebih sesuai.

Researcher : Gimana tutor kamu bantu kamu menyesuaikan draft skripsi dengan standar atau aturan kampus?

JT : Itu biasanya dia ngecek format sama penulisan biar tulisan mbak itu skripsinya lebih sesuai sama aturan yang ada di kampus, karena dia juga udah berpengalaman ya. Kan alumni juga, jadi tau, lebih tau, lebih paham.

Researcher : Terus, tutor kamu pernah nyuruh atau ngajak kamu mengecek draft sendiri sebelum dikasih masukan? Gimana?

JT : Pernah, jadi sebelum memperbaiki skripsi yang salah-salah, si tutornya mbak itu pasti ngecek dulu draft yang sudah ada sebelumnya. Jadi bisa lebih baik lagi itu penulisannya gitu.

Researcher : Terus, kalau kamu merasa bingung, stres, atau down setelah dapat revisi, gimana tutor kamu biasanya merespons?

JT : Biasanya tutor itu pasti ngasih semangat ya, habis itu dia menjelaskan satu persatu tuh revisinya, biar enggak terlalu bingung. Jadi kita juga enggak overthinking sama perbaikan skripsi kita tuh, jadi dia jelasin satu persatu dengan bahasa sederhana dengan hal-hal yang mudah dipahami gitu.

Researcher : Menurut kamu, gimana tutor kamu bikin suasana tutoring terasa nyaman dan mendukung itu?

JT : Biasanya sambil ini sambil bercanda ya, sambil bercanda terus yaa pokoknya santai, santai ngobrol-ngobrolnya gitu, enggak terlalu berat, dan ngga bikin kita stress gitu.

Researcher : Gimana tutor kamu bantu kamu menentukan revisi mana yang perlu

dikerjakan dulu dan membagi revisi jadi langkah-langkah kecil yang lebih mudah dikerjakan?

JT : Biasanya tutor ngasih catatan atau notes tentang revisi yang perlu dikerjakan. Jadi mbak tahu bagian mana yang harus dikerjakan dulu. Dari situ revisinya bisa dicicil satu per satu dan jadi lebih gampang dikerjakan.

Researcher : Gimana tutor kamu bantu kamu memperbaiki bagian skripsi yang masih sulit atau bermasalah, termasuk isi, struktur, atau referensinya?

JT : Biasanya kalau ada bagian yang masih sulit, tutor kasih contoh yang mirip supaya mbak lebih paham. Kalau masih kurang referensi, biasanya tutor nyaranin lihat jurnal atau penelitian lain yang sesuai. Jadi mbak lebih mudah memperbaiki bagian yang bermasalah di skripsi.

Researcher : Terus, kalau susunan skripsi kamu masih belum jelas, gimana tutor kamu bantu menyusunnya lagi?

JT : Biasanya itu di apa ya, di kasih contoh kayak “*Coba perhatikan tulisan ini*” gitu di penelitian sebelumnya misalnya kan. “*Coba lihat jurnal itu, itu penulisannya kayak gini kayak gini*”. Jadi dia rapi terus juga mudah dipahami sama mungkin yaa kayak gitu sih.

Researcher : Setelah sesi tutoring selesai, gimana tutor kamu biasanya bantu kamu merencanakan revisi berikutnya?

JT : Biasanya lebih ke habis habis kita bimbingan dulu sama dosen pemimbing, nanti abis dari bimbingan itu biasanya mbak langsung tanya ke tutor kan. Langsung tanya ke tutor, ini abis bimbingan, ini revisi-revisinya. Nanti tutor kasih tau coba direvisi dulu gitu kan, nanti hasil revisinya dilihatin ke tutor, dari tutor ada revisi juga baru selesai.

3. NARRATIVE INQUIRY (RQ 2)

Researcher : Selanjutnya pada sesi ini saya ingin mendengarkan pengalaman selama proses peer tutoring dalam proses skripsi.
Apakah bersedia melakukan sesi ini?

JT : Bersedia

Researcher : Bisa ceritakan pengalaman kamu saat memahami komentar atau revisi dari dosen bersama tutor saat peer tutoring?

Misalnya, hal yang dilakukan pertama kali setelah membaca komentar dosen, terus bagaimana tutor membantu kamu lebih memahami revisi dosen?

JT : Jadi waktu pertama bimbingan dan revisi itu tuh pastinya kita bakal super bingung kan karena baru pertama kali skripsian juga, itu mbak tuh bingung banget kayak harus dari mana revisinya, terus juga mbak agak sulit pahami apa yang dosen pembimbing omong gitu. Komentar-komentar dari dosen pembimbing tuh ini nih apa gitu, meskipun sudah direkam kan, biasanya kalau bimbingan mbak ngerekam suara gitu kan, dengerin rekamannya itu aja masih bingung. Abis itu mbak ke ini mbak tanya ke tutor, terus tutornya menjelaskan kan apa hasil komentar-komentar dari dosen pembimbing itu jadi kayak lebih sederhana, terus lebih lebih simple, terus lebih mudah mbak pahami. Jadi habis itu mbak bisa revisi gitu.

Researcher + Jadi membantu bagian yang membingungkan dulu?

JT Iya betul.

Researcher : Terus, bisa ceritakan pengalaman kamu saat mengecek dan menilai draft skripsi bersama tutor?

JT : Kalau mengecek draft bersama tutor itu biasanya kami membahas bagian yang kayak masih kurang atau belum jelas kayak gitu tuh. Terus juga tutor itu kadang membantu mbak menemukan kesalahan-kesalahan yang di penulisan itu tuh harusnya gak kayak gini kayak gitu tuh kan. Jadi si tutor mbak kasih perbaikan sama saran, harusnya gini-gini gitu. Terus kadang diskusinya itu juga buat mbak jadi kayak “*oh kayak gini ternyata*” gitu. Jadi tau kan mana-mana yang salah kayak gitu.

Researcher : Terus, bisa ceritakan bagaimana perasaan kamu saat menerima revisi dan berdiskusi dengan tutor dalam peer tutoring?

JT : Kalau waktu nerima revisi dari dosen itu pasti mbak overthinking, terus kayak stress, bingung, “*gimana ya ini?*” kayak gitu kan kalau dari dosen pembimbing. Tapi tapi setelah mbak diskusi sama tutor mbak kayak kakak-kakak alumni itu, itu mereka kasih kayak menjelaskan revisi nya itu satu persatu. Terus juga karena suasana diskusinya itu lebih santai kayak gitu, jadi kita mudah nyaman, terus percaya diri gitu. Jadi mulai revisi nya itu agak “*oh gini ya*” seneng aja gitu, gak nervous, gak stress.

Researcher : Terus terakhir, bisa ceritakan bagaimana kamu menindaklanjuti revisi atau masukan dari dosen dan tutor dalam penulisan skripsi?

JT : Kalau misalnya setelah mendapatkan masukan dari dosen ataupun tutor itu biasanya mbak langsung ini, apa ya memperbaiki bagian skripsi mbak yang paling penting yang ada di kesalahan yang ada di skripsi mbak itu. Biasanya juga tutor mbak itu membantu perbaiki susunan tulisannya, terus memberikan contoh yang lebih jelas dan mendalam lagi, kayak gimana sih harus perbaikannya itu. Terus habis diskusi itu, mbak juga kayak lebih menemukan target revisi mbak tuh harus seberapa cepat kayak gitu.

Researcher : Oke, mungkin sekian wawancara pada kesempatan kali ini. Terima kasih kepada Mbak JT, semoga hari yang menyenangkan.

JT Sama-sama.

APPENDIX 4
DATA CODING

Example: Student 2 - JT

RQ1 CODING TABLE

Research Question 1: What is the role of peer tutoring in supporting undergraduate thesis writing of English Tadris Study Program at IAIN Curup during the thesis writing process?

Color Legend:

-  : 001 - Supporting Academic Understanding
-  : 002 - Confidence and Motivation
-  : 003 - Feedback and Scaffolding
-  : 004 - Engagement and Active Learning
-  : 005 - Academic Skills and Self Regulated Learning
-  : 006 - Peer Tutor as Supervisor Feedback Translator (**Additional Findings**)
-  : 007 - Practical Academic Resource Provider (**Additional Findings**)
-  : 008 - Peer Progress Based Motivator (**Additional Findings**)

A. Coding Table (Coding 001-005)

CODING	INDICATOR	SUB-INDICATOR	PARTICIPANT ANSWER	KEY ANSWER
001	Supporting Academic Understanding	Clarifying Difficult Concept	<i>"Okee, untuk peer tutoring itu sangat sangat membantu mbak dalam memahami bagian skripsi mbak yang tersulit kayak misal menjelaskan dalam bahasa yang lebih sederhana dan mudah dipahami."</i>	Explaining difficult thesis parts in simpler language.
		Understanding Research Methodology	<i>Kalau itu biasanya peer tutoring nya itu menjelaskannya langkah demi langkah. Terus biasanya disertai sama contoh yang sesuai dengan topik yang ada di skripsi mbak."</i>	Learning research methodology step by step.
		Organizing Thesis Structure	<i>Kalau tutornya mbak yang kemarin tu membantu mbak tu kayak menyusun bab skripsi nya itu biar lebih rapi terus terstruktur juga..."</i>	Arranging thesis chapters through tutor guidance.
		Connecting Theory to Research Problem	<i>"Itu biasanya tutornya menjelasinnya melalui jurnal sama contoh penerapan dalam penelitian yang mbak."</i>	Connecting previous studies with the research topic.
002	Confidence and	Building Confidence	<i>"Biasanya skripsi itu bikin takut sama stress ya, apalagi kalau mau</i>	Reducing fear and anxiety

CODING	INDICATOR	SUB-INDICATOR	PARTICIPANT ANSWER	KEY ANSWER
	Motivation	and Reducing Anxiety	<i>bimbingan. Jadi tutor biasanya kasih motivasi supaya lebih percaya diri."</i>	during thesis writing.
		Encouraging Persistence and Providing Emotional Support	<i>"Biasanya tutor kasih motivasi, arahan waktu revisi, terus bantu memahami teori yang ada di skripsi. Jadi kalau lagi capek atau bingung, ada yang bantu ngarahin."</i>	Giving motivation to continue thesis writing.
003	Feedback and Scaffolding	Giving Feedback and Step by Step Guidance	<i>Biasanya feedback yang dikasih itu tentang tata bahasa, susunan kalimat, isi pembahasan, sama kesesuaian teori. Terus tutor juga langsung nunjukkin bagian yang perlu diperbaiki dan jelasin kenapa bagian itu harus direvisi."</i>	Giving feedback on the thesis draft.
		Improvement After Feedback	<i>"Lebih ini ya tadi lebih terus struktur, terus lebih jelas juga skripsi kita, jadi gak ngambang kan, terus habis itu lebih mudah dipahami dari sebelumnya."</i>	Making the writing clearer after feedback.
		Fostering Independence	<i>"Peer tutoring itu membantu memahaminya itu dengan cara memperbaiki kesalahan dan menyusun tulisan sendiri."</i>	Encouraging independent thesis revision.
004	Engagement and Active Learning	Active Participation	<i>"Banyak tanya. Banyak tanya nggak mungkin itu nggak kan. Pasti banyak tanya, terus diskusi, terus juga mencatat ini penjelasan dari tutor tuh apa aja yang harus kita lakuin kayak gitu kan, kadang tuh habis balik dari diskusi sama tutor itu mbak langsung kayak..."</i>	Actively discussing thesis problems with the tutor.
		Critical Questioning	<i>Tujuan penelitiannya sih. Kadang tuh kayak mbak kan ada tutor kemarin kan, pertanyaannya itu sama "Tujuan skripsimu ini apa?". Habis itu sama teori yang berhubungan sama datanya gitu, habis itu alasan kita memilih metode penelitian kita Iya"</i>	Thinking critically about the theory used.
		Defending Ideas and Critical Analyzing	<i>"Tutor sering melatih mbak menjawab pertanyaan tentang skripsi. Jadi mbak lebih terbiasa menjelaskan ide penelitian dan mempertahankannya. Kalau teori atau jurnal biasanya dibahas lewat diskusi dan penjelasan yang lebih mendalam."</i>	Defending thesis ideas during discussion
005	Academic Skills and Self-Regulated Learning	Monitoring Progress and Goal Setting	<i>"Biasanya tutor menyarankan untuk fokus menyelesaikan satu bagian dulu sebelum lanjut ke bagian lain. Terus tutor juga sering membandingkan hasil revisi yang lama sama yang</i>	Setting goals and monitoring progress.

CODING	INDICATOR	SUB-INDICATOR	PARTICIPANT ANSWER	KEY ANSWER
			<i>baru, jadi kelihatan perkembangan skripsinya."</i>	
		Time Management	<i>"Itu kadang agak dibantu kayak membuat jadwal pengerjaan juga sama memberi motivasi agar kayak lebih disiplin aja menyelesaikan skripsinya. Kayak dikasih jadwal, kayaknya hari ini ini gitu, coba selesaikan gitu."</i>	Managing thesis work through a schedule.
		Independent Preparation Before Supervision	<i>"Itu biasanya dia itu sebelum ketemu dospem, tutor mbak itu selalu ngecek ini kesalahan, terus perbaiki, terus sama memastikan tulisannya skripsi mbak itu siap untuk dibimbing. Iya, dilihat dulu kan udah bagus apa belum."</i>	Checking the draft before meeting the supervisor.

B. New Findings / Additional Indicators (Coding 006 and above)

CODING	INDICATOR	SUB-INDICATOR	PARTICIPANT ANSWER	KEY ANSWER
007	Practical Academic Resource Provider		<i>"Paling gini ya, pas dia ngecek itu kan gak kayak pembimbing gitu ya. Kita sering ngobrol gitu. Paling itu kalau Mbak ya, kalau Mbak itu sama tutor, tutor itu biasanya tuh ditandain gitu. Terus kalau tutor itu ditandainnya dia itu ngasih saran gitu."</i>	Providing journal recommendation s and references

Example: Student 2 - JT

RQ2 CODING TABLE

Research Question 2: How is peer tutoring implemented in supporting undergraduate students of the English Tadris Study Program at IAIN Curup during the thesis writing process?

Color Legend:

-  : 001 - Appreciating Feedback
-  : 002 - Making Judgments
-  : 003 - Managing Affect
-  : 004 - Taking Action on Feedback
-  : 005 - Supervisor Expectation Alignment (**Additional Findings**)
-  : 006 - Use of Tutoring Media and Documentation (**Additional Findings**)
-  : 007 - Practical Academic Resource Provider (**Additional Findings**)

A. Coding Table (Coding 001-004)

CODING	INDICATOR	SUB-INDICATOR	PARTICIPANT ANSWER	KEY ANSWER
001	Appreciating Feedback	Understanding feedback and clarifying unclear comments	<i>"Biasanya tutor nanya dulu komentar dari dosen pembimbing itu apa aja. Terus mbak jelasin lagi pakai bahasa mbak sendiri."</i>	Tutor explains supervisor comments in simple language.
		Restating feedback in their own words	<i>"Ya, pernah. Jadi, biasanya tutor itu nanya "Tadi dosen mengomong apa gitu kan?" gitu kan."</i>	Tutor explains supervisor comments in simple language.
		Identifying the focus of feedback	<i>"Kalau tutor itu dia biasanya menunjukkan bagian yang dimaksud sama dosen pembimbing yang habis kita bimbingan tuh, dia tunjuk ini nih yang salah ini maksudnya nih gini gitu."</i>	Tutor helps identify thesis parts that need revision.
002	Making Judgments	Reviewing thesis drafts and identifying strengths and weaknesses	<i>"Biasanya tutor ngecek draft skripsi mbak dulu. Terus ditunjukin bagian mana yang masih kurang, bagian mana yang perlu diperbaiki, sama bagian yang sudah bagus. Habis itu tutor jelasin juga gimana cara memperbaikinya supaya lebih sesuai."</i>	Tutor checks the thesis draft first.
		Using	<i>"Itu biasanya dia ngecek format sama</i>	Tutor checks the

CODING	INDICATOR	SUB-INDICATOR	PARTICIPANT ANSWER	KEY ANSWER
		academic criteria	<i>penulisan biar tulisan mbak itu skripsinya lebih sesuai sama aturan yang ada di kampus, karena dia juga udah berpengalaman ya. Kan alumni juga, jadi tau, lebih tau, lebih paham."</i>	thesis draft based on academic format.
		Encouraging self assessment	<i>"Pernah, jadi sebelum memperbaiki skripsi yang salah-salah, si tutornya mbak itu pasti ngecek dulu draft yang sudah ada sebelumnya. Jadi bisa lebih baik lagi itu penulisannya gitu."</i>	Tutor encourages the student to check the draft independently.
003	Managing Affect	Helping students prioritize revisions and break revisions into manageable steps	<i>"Biasanya tutor ngasih catatan atau notes tentang revisi yang perlu dikerjakan. Jadi mbak tahu bagian mana yang harus dikerjakan dulu. Dari situ revisinya bisa dicicil satu per satu dan jadi lebih gampang dikerjakan."</i>	Tutor helps manage revisions in smaller parts
		Responding to emotional reactions	<i>"Biasanya tutor itu pasti ngasih semangat ya, habis itu dia menjelaskan satu persatu tuh revisinya, biar enggak terlalu bingung."</i>	Tutor responds to confusion with explanation.
		Creating a supportive atmosphere	<i>"Biasanya sambil ini sambil bercanda ya, sambil bercanda terus yaa pokoknya santai, santai ngobrol-ngobrolnya gitu, enggak terlalu berat, dan ngga bikin kita stress gitu."</i>	Tutor creates a relaxed tutoring atmosphere.
004	Taking Action on Feedback	Revising problematic sections and improving content and references	<i>"Biasanya kalau ada bagian yang masih sulit, tutor kasih contoh yang mirip supaya mbak lebih paham. Kalau masih kurang referensi, biasanya tutor nyaranin lihat jurnal atau penelitian lain yang sesuai."</i>	Tutor helps improve references in problematic sections.
		Reorganizing writing	<i>"Biasanya itu di apa ya, di kasih contoh kayak "Coba perhatikan tulisan ini" gitu di penelitian sebelumnya misalnya kan. "Coba lihat jurnal itu, itu penulisannya kayak gini kayak gini". Jadi dia rapi terus juga mudah dipahami sama mungkin yaa kayak gitu sih."</i>	Tutor reorganizes the thesis writing more logically.
		Planning follow up revisions	<i>"Biasanya lebih ke habis habis kita bimbingan dulu sama dosen pemimbing, nanti abis dari bimbingan itu biasanya mbak langsung tanya ke tutor kan. Langsung tanya ke tutor, ini abis bimbingan, ini revisi-revisinya."</i>	Tutor plans the next revision steps.

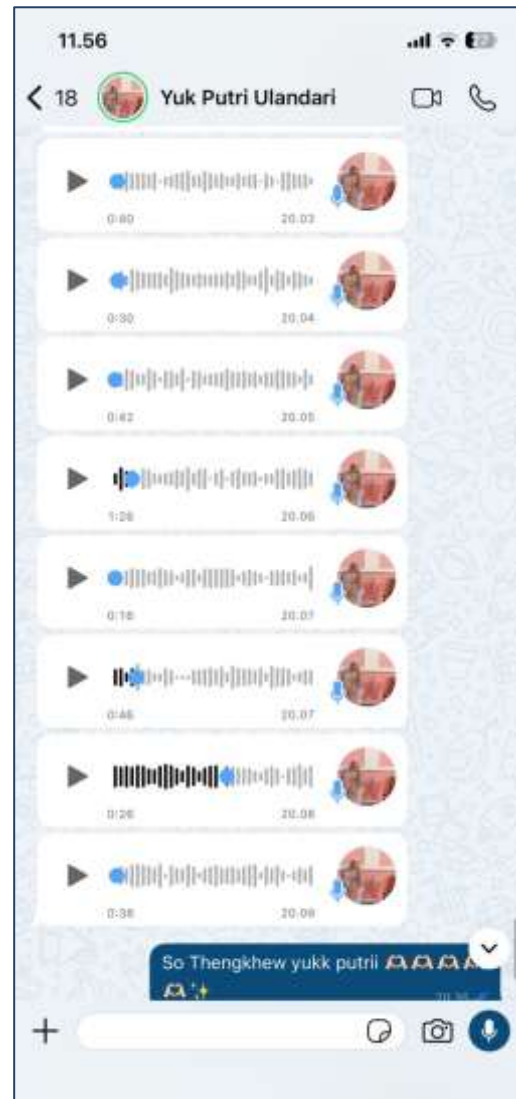
APPENDIX 5
DOCUMENTATION











ORIGINALITY REPORT

12%

SIMILARITY INDEX

10%

INTERNET SOURCES

8%

PUBLICATIONS

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STUDENT PAPERS

PRIMARY SOURCES

1 e-theses.iaincurup.ac.id

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2 ejournal.unib.ac.id

Internet Source

3 jurnal-eureka.com

Internet Source

4 languagetestingasia.springeropen.com

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7 Utami Dewi, Sholihatul Hamidah Daulay, Siti Ismahani. "AI feedback vs. peer feedback i EFL writing: exploring Indonesian students' perceptions", Asian-Pacific Journal of Second and Foreign Language Education, 2026

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10 www.sciedupress.com

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13 rsisinternational.org

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14 www.academypublication.com

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AUTOBIOGRAPHY



Rahma Madani was born in Curup on January 13, 2004. She is the second child of Ibrahim and Susmiarti. Rahma had an older brother, Muhammad Hadi Utomo, whose love, support, and encouragement became an important part of her life. Although he passed away in 2020, his memories and belief in her continue to inspire Rahma to pursue her goals and

complete her education.

Rahma began her educational journey at TK Al-Qur'an Hafadzah. She continued her studies at SD Negeri 03 Curup Timur, graduated in 2016, completed her education at MTs Muhammadiyah Curup in 2019, and graduated from MAN Rejang Lebong in 2022. In the same year, she was admitted to the English Tadris Study Program, Faculty of Tarbiyah, State Islamic Institute (IAIN) Curup. Since her school years, she has actively participated in academic and non-academic activities, earning awards in chess and Tapak Suci martial arts competitions while also participating in various art related activities.

During her university years, Rahma joined the English Tadris Students' Association (e-Station 9.0) as a member of the Art and Performance Division.

Through this organization, she developed teamwork, communication, responsibility, and creativity while contributing to various student activities. One of her most memorable experiences was participating in the FSSHKL International Colloquium 2025 at Universiti Teknologi Malaysia (UTM), Kuala Lumpur. Together with her team, she presented an academic paper, participated in a cultural performance as a live illustrator, and took part in an English teaching activity at an elementary school in Kuala Lumpur.

Beyond academics, Rahma has a strong passion for art and creativity. She enjoys drawing portraits, creating flower bouquets, crafting flowers from pipe cleaners and organza fabric, decorating, and experimenting with food and cake recipes. She hopes to turn these interests into a creative business in the future by combining art, handicrafts, and entrepreneurship.

Completing her undergraduate study is one of the most meaningful achievements of her life. This accomplishment reflects not only academic success but also responsibility, perseverance, and gratitude. Above all, it is dedicated to her beloved parents, whose endless prayers, sacrifices, and unwavering support have made this journey possible, as well as to her late brother, whose confidence in her has always remained a source of strength. She believes that every challenge is part of the journey toward growth, and that sincere effort, perseverance, and trust in Allah will always lead to the best destination He has prepared.