

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

English skills consist of several skills. They are reading, writing, listening, and speaking. All skill like reading, writing, listening and speaking has the same roles. They have connection each other.

In Indonesia, English is taught in elementary school up to the university. It is based on the decree No. 96/1967 stated by the Minister of Education and Culture that English is the first foreign language taught in Indonesia from the first year of junior high school to University. English is the first foreign language to learn in Indonesia besides Japanese, German, and Mandarin. It indicates that English is much needed. English is an important subject in elementary school, junior high school and senior high school. English is taught intensively at least 6 hours a week. It indicates how important English for students is.

Now, at the university, students have changed his focus of learning. In this case, the writer observes students of Muhammadiyah University of Surakarta (UMS) as the subject. All field of the study at the Muhammadiyah University of Surakarta has English subject, but only taught for 2 semesters only. It makes the chance of mastering English decreased. Students need much time to learn English because English actually is not an easy thing to learn. Although English is not a second language for Indonesia, Indonesian students are expected to master English as well as Indonesian language. The governments hope Indonesian students especially junior and senior high school or moreover university students can speak using English with their friends or probably to the foreigner fluently, writing a scientific paper and reaching the other goals of English teaching and learning.

Basically English subject in Muhammadiyah University of Surakarta is differentiated to be two kinds. They are English for English Department Students and Non-English Department for students out of English. English for Department students is more specific. While English for Non-Department Students only has English subject for two semesters. Students need more than that. It is being reckoned by the university as a fault. Considering the problem of Students' English ability, UMS in facing that problem decided to establish an additional course for all students out of English field to join in the program is called English Tutorial Program.

English tutorial program is a program recommended by the university to do by the help of Department of English Education. It is a course which is expected to increase students' ability of English. Every new student of UMS should join the course. No matter what field of study they come from, they should join the course. After a year in the course, at the end, they will get a certificate if they have at least sufficient score to pass. The tutors of English Tutorial Program are students which have been selected by a test. English tutorial program is held out door. English Tutorial Program or ETP is held on Saturday morning. The class has 100 minutes each meeting, and it is more flexible. Each class in ETP consists of 10-15 students.

ETP is a new program, that's why the writer is interested in conducting research focused on it. The writer wants to know the technique of teaching used by each tutor in different field. The writer is also interested whether the tutors who are students can communicate the material well.

Based on the reasons above, the writer has a goal to conduct research about English Tutorial Program entitled **TEACHING TECHNIQUES USED BY TUTOR IN ENGLISH TUTORIAL PROGRAM AT MUHAMMADIYAH UNIVERSITY OF SURAKARTA.**

## **B. Limitation of the Study**

In this research, the researcher limits the research only to English tutorial program of Muhammadiyah University of Surakarta. This research is conducted by the object the techniques of teaching used by the tutor and reason of using the certain techniques in teaching learning process in English Tutorial Program. Last but not least, the subject of this research is Students of DD Class of English Tutorial Program.

## **C. Problem Statement**

The writer formulates the problem statement as the following:

1. What are the classroom techniques used by the tutors in English Tutorial Program (ETP)?
2. What are the purposes of using the techniques?
3. What are tutor's roles in the implementation of each technique?

## **D. Objectives of the Study**

In general, the objectives of the study are:

1. To know the classroom techniques used by the tutors in English Tutorial Program.
2. To know the purpose and the reason of using the certain technique.
3. To describe the teaching learning process by using certain techniques.

## **E. Benefits of the Study**

There are two benefits in this study, they are theoretical and practical;

### **1. Theoretical Benefits**

- a. The research can be a reference to other researchers who want to conduct research about teaching techniques.
- b. The writer hopes that this study can be used to give information how English is taught at ETP.

## **2. Practical Benefits**

- a. The result of the research can be used to know the better techniques used in teaching and learning English.
- b. The result can be used to improve the quality of English Tutorial Program.
- c. The result also can help the tutor by comparing some tutor in different field.