

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Universitas Muhammadiyah Surakarta (UMS) is higher educational institution under the organization of Muhammadiyah. UMS stands based on the decision letter of the minister of education and culture of Indonesia no. 0330/O/1981 date of October 24<sup>th</sup> 1981 as the changing of IKIP Muhammadiyah Surakarta dan Institut Agama Islam Muhammadiyah (IAIM) of Surakarta. UMS is currently managed 12 faculties and have 23.357 students of diplomas and scholars (retrieved from [www.ums.ac.id](http://www.ums.ac.id))

In Universitas Muhammadiyah Surakarta, English is an essential requirement as English standardized test is one of the requirements to graduate. Many lecturers at UMS are foreign graduates therefore, in here English plays an important role. English Language Center (ELC) defines why learning English is so important. English Language Centre was founded is a not-for-profit charitable educational foundation. There are some important of learning English according ELC (2013):

1. English is the official language in a large number of countries.
2. English is the dominant business language and it has become almost a necessity for people to speak English if they are to enter a global workforce.
3. The majority of the media, book and source of information are in English.
4. Most content produced on the internet (50%) is in English.

#### Learning

There are several programs held in Universitas Muhammadiyah Surakarta (UMS) to develop English skill such as Muhammadiyah University English Course (MUEC), Saturday English Gathering (SEGA), and English Tutorial Program (ETP). MUEC is a unit of student activity engaged in English Language Course for students of UMS. SEGA which stands for Saturday English Gathering, is an English program to new

English students to sharpen students English skill. They will be trained by SEGA trainers who are selected from the senior students of English education. ETP is an English program that is used by new students in non-English faculty of UMS to improve their English skills. This reflects English as an important in UMS.

ETP is a relatively new program that is aimed to improve English skills especially for new students non-English faculty of Universitas Muhammadiyah Surakarta. ETP was started in 2015, previously UMS open jobs for senior students to join become an ETP tutor. According to Lembaga Pengembangan Ilmu Dasar dan Bahasa (2016), there are three requirements that must be complete to become a Tutor:

1. 2<sup>nd</sup> and 4<sup>th</sup> semester UMS active students.
2. Achieve B mark Test of English Proficiency or TOEP (for second semester students).
3. Be able to speak English actively. (retrieved from <http://lc.ums.ac.id/> )

ETP program is conducted once in a week. It is divided into some groups in a division that per division guided by a lecturer. One group consist of 10 students and per group guided by a tutor. ETP has learning materials that contain in a guided book of ETP. It contain many topics then it is given one topic per week by tutor. The students of ETP is non-English student of first to second semester, then the tutor is senior student of UMS. ETP usually held on Saturday, but most tutors change the schedule according to the wishes, it make the schedule of ETP does not necessarily.

As new program in UMS, ETP still need improvement, it is important to get better learning English for UMS students. The process of teaching and learning in the ETP are still in the process of repair, as well as new programs, many different things compared to old programs that exist in Universitas Muhammadiyah Surakarta. In addition to the program is only for students of non-English can also make it a different experience.

Therefore, understanding the perspective of students who follow this program will be worth to the research.

In current study, the writer wants to investigate how experience of ETP students when they are joining ETP (English Tutorial Program) at Universitas Muhammadiyah Surakarta. Therefore, the writer wants to investigate when they are studying in ETP based on their experience at Universitas Muhammadiyah Surakarta.

The proposed title of the study is “**AN INVESTIGATION OF STUDENT’S EXPERIENCE JOINING ENGLISH TUTORIAL PROGRAM (ETP) AT UNIVERSITAS MUHAMMADIYAH SURAKARTA**”.

#### **B. Problem Statement**

Problem statement of the study is: “How the students perceive their experience joining English Tutorial Program (ETP) at Universitas Muhammadiyah Surakarta?”

#### **C. Limitation of the Study**

The writer limits this study on student experience of a female first semester student of accounting education joining English Tutorial Program (ETP) at Universitas Muhammadiyah Surakarta.

#### **D. Objective of the Study**

The objective of the study is: to describe how the students perceive their experience joining English Tutorial Program (ETP) at Universitas Muhammadiyah Surakarta.

#### **E. Benefit of the Study**

The writer expects this study will give some benefits as follows:

1. Theoretical Benefit

Related to this study, the writer hopes that study can be used as the reference for the other researchers who want to conduct study particularly about students experience in other object.

## 2. Practical Benefit

- a. For the writer, the result can increase knowledge about the phenomenology study especially for student's experience on English Tutorial Program (ETP) at Universitas Muhammadiyah Surakarta.
- b. For English tutor, the result of this study can be a motivation to improve tutor's ability and competence in teaching English.
- c. For the students, this result can used by the student to find out a better ways in learning English.
- d. For the reader, the result of this study will be used every reader who wants to know more about the student's experience in English Tutorial Program (ETP).

## F. Research Paper Organization

The organization of research paper is given in order to make the readers understand the content of the paper as follows:

Chapter I is introduction, which consists of the background of study, review of previous study, problem statement, objective of study, limitation of study, the benefit of study, and the organization or research paper.

Chapter II is the underlying theory. It deals with the notion of contrastive analysis.

Chapter III is the research method. It consists of the research method, the source of the data, the method of data collection, and the technique of data analysis. Chapter IV is research result. In this chapter, the writer will present the data analysis, the discussion of research findings.

Chapter V is conclusion, implication and suggestion.