CHAPTER 1

INTRODUCTION

A. Background of the Study

English language is very important for students especially in university, so some universities have a program about learning English for all departements. Universitas Muhammadiyah Surakarta has new program, namely ETP (English Tutorial Program). English Tutorial Program is a new program that is obligated for all new students of Universitas Muhammadiyah Surakarta from each department. English Tutorial Program is established by LPIDB Universitas Muhammadiyah Surakarta, because Unversitas Muhammadiyah Surakarta has a vision to be known internationally, so from the beginning students are equipped with good English to improve their English capability.

ETP tutors come from students of third semester and fifth semester. Before teaching English at Universitas Muhammadiyah Surakarta, ETP tutors are equipped with teaching methods and how to teach from lecturers and LPIDB. ETP tutors are trained to be more communicative with the students. ETP tutors must be deciplined to the students, because their age gap can be just one to two years. In some cases, some students do not obey their ETP tutors because the tutors are at the same age or even younger.

Selection of ETP tutors is based on registration and selection by LPIDB, However, most of the regristrant of ETP tutors have fulfill the requirements in teaching ETP because students who interested to join ETP tutors have potential to teach in ETP program. ETP is one of a new program which created in purpose to improve English skills for all of majors in Universitas Muhammadiyah Surakarta especially for new students.

ETP started to be held on a new generation of students in 2015. Universitas Muhammadiyah Surakarta makes this program because intend to develop

students to qualify in the face of free market competition and the university introduced to the international. The first semester and second semester students must follow the ETP, while ETP tutors come from the senior students who have registered, following the selection as a tutor, and was given guidance by LPIDB. ETP is held once a week, all faculties at the Universitas Muhammadiyah Surakarta has ETP participant groups, each group consisted of 10 students. Each meeting has duration 90 minutes outside of lecture hours, 90 minutes consist of opening, explanations, practices, tasks, and closing. The tutor must be good in the time management so ETP can take place effectively. ETP material in each week varies, which is predefined by LPIDB. In addition to further develop students' skills, different material that does not make students bored with the activities of ETP tutors are also derived from a variety of majors. Researcher choose three tutors who come from different majors, so that researchers also have a different experience in each observation.

As a result, it can be stated that the most important role of the teacher is to provide a range of tasks to match varied learning styles (Hall 1997:4). In general, ETP tutors try to do their work better every meeting. ETP tutors also get more knowledge from LPIDB and the lecturers. Successful teachers know how to make an environment that is stimulating and inviting. (Vernon, 1996).

This program is helpful for ETP tutors to deliver their English ability in teaching English. To measure tutor's English ability, it can be seen from the way ETP tutors deliver the materials in every meeting. The researcher also observes every tutor when they are teaching English. This study can improve tutor's English ability, especially tutor's speech ability.

In this phenomenon, tutors come from different majors but are given the same training and are required to teach the same material to ETP students. Although all tutors receive guidance on how to teach, the practice is different because not all tutors are from FKIP (Faculty of Teacher Training and Education) who are already equiped with teaching skills.

As mentioned before, some tutors are from higher semester, however, many ETP tutors can be classmates or from lower semester than their students. ETP tutors are derived from a variety of majors, as well as their students. For example, in a group of tutorial, both tutor and students can be from different departments. In addition, they can have a very different level of understanding of English. It can be very challengingfor the tutors, of course, as they have to teach the same material. This phenomenon makes the researcher interested to observe the methods and problems that exist in it. Based on the reasons above, the reseacher is interested to study about the methods used by the tutors in ETP program with the title **METHODS OF TEACHING AND LEARNING PROCESS IN ENGLISH TUTORIAL PROGRAM (ETP) OF UNIVERSITAS MUHAMMADIYAH SURAKARTA.**

B. The Scope of the Study

The scopes of the study are as follows:

1. The analysis focuses on the method of ETP tutor in teaching English Tutorial Program from Department of English Education, Chemical Engineering, and Industrial Engineering of Universitas Muhammadiyah Surakarta.

C. Problem Statement

Based on the phenomena above, the researcher formulates the following problems:

1. What methods are practiced by ETP tutors in teaching English in Universitas Muhammadiyah Surakata?
2. What procedures are used by ETP tutors use in teaching English in Universitas Muhammadiyah Surakarta?
3. What are the problems faced by ETP tutors in Universitas Muhammadiyah Surakarta?

4. How do the ETP tutors handle the teaching process in ETP program of Universitas Muhammadiyah Surakarta?

D. Objectives of the Study

Based on the problems above, the researcher formulates the objectives of the study as follows:

1. To describe the methods that are practiced by ETP tutors in teaching English in ETP program of Universitas Muhammadiyah Surakata.
2. To describe the procedures that used tutors in teaching dan learning English in ETP program of Universitas Muhammadiyah Surakarta.
3. To describe the problems faced by the tutors of ETP in Universitas Muhammadiyah Surakarta.
4. To describe how the ETP tutors handle the teaching learning process in Universitas Muhammadiyah Surakarta.

E. Benefit of the Study

The researcher assumes this research will give some benefits as follows:

1. Theoretical Benefit

   Based on this research, the researcher hopes that the research can be useful as a reference for further researchers on the methods that are used by ETP tutors in teaching English.

2. Practical Benefit

   a. For the writer, this research can increase the writer's knowledge about the methods in teaching English.

   b. For English tutor, the result of the research makes the tutor easily develop their teaching methods and can be a reference for other tutors in the next term.

   c. For the reader, this researcher can be an insight and reference for understanding English teaching practice in general.

F. Research Procedure

The procedure of this research paper is as follows:

Firstly, the researcher asks for permission to observe some groups of ETP tutorials. Based on the consultation with the supervisior, the researcher chooses there tutor from different departments in a random way.

Secondly, the researcher conducts observations to tutors and students. The observations are done three times.

Thirdly, the researcher interviews the three tutors one by one. After that, the researcher writes the transcripts of the recorded interviews.

Next, the researcher analyzes the data based on theories. Lastly, the researcher writes the data display.