TEACHING STRATEGIES USED BY TUTOR
IN ENGLISH TUTORIAL PROGRAM (ETP) FOR STUDENTS
AT UNIVERSITAS MUHAMMADIYAH SURAKARTA

Submitted as a Partial Fulfillment of the Requirement for Getting Bachelor
Degree of Education in English Education Department

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2017
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ABSTRACT

Teaching strategy is a plan in choosing the right ways to be used by a teacher in the learning activities which the learning process is focused on student activities. The meaning of a teacher in this study is a tutor, which is a substitute for teachers who teach on English Tutorial Program (ETP). A tutor must have an appropriate teaching strategy so that the material presented by the tutor can be understood by all students. Basically ETP was organized to help students to have good English skills, so the teaching strategy used by the tutor was very influential on the success of the ETP activity. This study aims to understand the teaching strategies used by the tutor and the reasons why the tutor chose the teaching strategy, as well as the students' response to the teaching strategies used by the tutor. Researchers collect data by way of observation and interviews to tutors and students who are doing ETP activities, after doing the observations and interviews the researchers compiled the interview results and after that develop the results into a good data. Based on the data it can be concluded that a tutor should have their own teaching strategies such as strategy using 5M, using approach, using games, using question and answer and using teacher center in accordance with the conditions and abilities possessed by students so that learning activities can run smoothly and the material presented by the tutor can also be understood by all students who follow the ETP activity.

Keywords: Teaching Strategies, Tutor, English Tutorial Program (ETP)

ABSTRAK

Strategi pengajaran merupakan suatu perencanaan dalam memilih cara-cara yang tepat agar bisa digunakan oleh seorang pengajar dalam kegiatan pembelajaran yang mana di dalam proses pembelajaran tersebut fokus pada kegiatan siswa. Yang dimaksud dengan seorang pengajar dalam penelitian ini adalah tutor, yang mana merupakan sebagai pengganti guru yang mengajar pada kegiatan English Tutorial Program (ETP). Seorang tutor harus memiliki strategi pengajaran yang tepat agar materi yang disampaikan oleh tutor itu bisa dipahami oleh semua mahasiswa. Pada dasarnya ETP itu diselenggarakan untuk membantu mahasiswa-mahasiswa agar bisa memiliki kemampuan Bahasa Inggris yang baik, sehingga strategi pengajaran yang digunakan oleh tutor itu sangat berpengaruh terhadap keberhasilan kegiatan ETP tersebut. Penelitian ini bertujuan untuk mengatasi strategi pengajaran yang digunakan oleh tutor dan alasan mengapa tutor memilih strategi pengajaran tersebut, serta tanggapan dari mahasiswa mengenai strategi pengajaran yang digunakan oleh tutor tersebut. Peneliti mengumpulkan data dengan cara melakukan observasi dan
wawancara kepada tutor dan mahasiswa yang sedang melakukan kegiatan ETP, setelah melakukan observasi dan wawancara tersebut peneliti menyusun hasil wawancara tersebut dan setelah itu mengembangkan hasil tersebut menjadi sebuah data yang baik. Berdasarkan data tersebut dapat disimpulkan bahwa seorang tutor itu harus memiliki strategi pengajaran sendiri seperti strategi menggunakan 5M, menggunakan pendekatan, menggunakan games, menggunakan tanya jawab dan menggunakan teacher center yang sesuai dengan kondisi dan kemampuan yang dimiliki oleh mahasiswa agar kegiatan belajar tersebut dapat berjalan dengan lancar dan materi yang disampaikan oleh tutor tersebut juga bisa dipahami oleh semua mahasiswa yang mengikuti kegiatan ETP tersebut.

Kata Kunci: Strategi Pengajaran, Tutor, English Tutorial Program (ETP)

1. INTRODUCTION

Language is a communication tool or a tool to interact with others. Hasan Alwi (2002: 88) states that "Language means the symbol system sounds arbitrary, which is used by all members of society to work together, interact, and identify themselves in the form of a good conversation, good behavior, and good manners". What is meant here is the English language, it is the international language, if we are able to speak English, then we will be able to communicate with others, with anyone from different countries and even different continents.

Considering the importance of mastering English for students, the Universitas Muhammadiyah Surakarta started to equip its students with the basic ability to speak English and starting as freshmen in 2015. Institutions Development of Basic Sciences and Languages (LPIDB) at the Universitas Muhammadiyah Surakarta establish an English language development program called English Tutorial Program (ETP), which is given to students in the first and second semester. According to Dwi Haryanti (2015) as head of the, states that "The establishment of English Tutorial Program begins their evaluation of the implementation of English language learning, and the results of the evaluation show that the speaking abilities of students uncovered". Therefore, the program English tutorial program is intended to prepare you speaking to the students to have a good quality English language. The goal is that when a student has
graduated, minimal during the interview to work in an agency or company can communicate in English.

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As for the usual activities at the time of ETP, among other things: learning basic English for all students beginning of the semester, habituation communication with the English language both written and verbal which aims to improve the knowledge and confidence of the students, assistance from tutors who are students UMS ranging from three to over half of which has been selected and have received training from the faculty of English, and the annual event ETP. Each year ETP hold annual events, such as: Social Gathering, the activity shows a day from the Tutor ETP to the academic community and the general public, including art performances featuring works by the tutors, like musical poetry, dance, acoustic, drama, and the other using the English language. In addition, there are also English Tutorial Cup, is an annual event for students who are getting assistance in the ETP which contain useful competition between students to improve their English and also confidence. Competitions in English Tutorial Cup, among others, Story Telling, Speech, Poetry Reading and Exhibition Journalism, and the winners will be recorded and displayed on websites and TV
UMS. At the end of the semester, the results of English tutorial program will be one of the components in the assessment of the course of English with a weighting of 30%. Components of the overall study consisted of: Presence of 5%, 30% UTS, UAS 35% and 30% tutorial.

In achieving success in a lesson, a proper teaching strategy is required. J. R. David (1976) states that "In the world of education, the strategy can be interpreted as a plan, method, or series of activities designed to achieves a particular educational goal". Teaching strategy is a planning of selection of ways that will be used by teachers in learning activities where in the learning process is focused on student activities. Selection of such ways is done by considering the situation and conditions, learning resources, needs and characteristics of students encountered in order to achieve effective and efficient learning objectives. Nasution (B.S. Sidjabat, 2001) states that "teaching strategies are a common approach in teaching and not so detailed and varied ...." Thus, this strategy can also be called as a strategy to implement the learning process, which serves to convey the content of learning to students and provide information or materials that students need to display performance such as exercises and tests.

In relation to teaching strategies that should be known by teachers such as: learning organizing strategies, learning delivery strategies, and learning management strategies. Reigeluth, Bunderson, and Merrill (1977) mentioned that "The organizing strategy of learning is a structural strategy, which refers to how to sequence and synthesize facts, concepts, procedures, or principles relating to a learning content the learning organizing strategy is divided into two parts, namely macro organizing strategy and micro organizing strategy. The macro organizing strategy is a strategy to organize the overall sequence of subject matter (more than one idea), while micro organizing strategy is a strategy for Arranging the order of serving for a single idea (concept, principle, etc.).

The next is the delivery strategy of learning, which is a variable component of a strategy to implement the learning process. Gagne and Briggs (1979) define that "the delivery strategy of learning is the total of all components necessary to make an instructional system operate as intended." Deliveries strategies are the
ways teachers use to convey learning to students, and simultaneously to receive and respond to student input. The way of delivery in learning, the first is Pre Instructional, which is the stage taken by the teacher at the start of teaching and learning process, this stage reminds students or learners of the lessons that have been taught and student responses to the lesson that shows the success of the learning process. The second is Instructional, the learning stage or the core stage, this stage provides the lesson material compiled by the previous teacher. Then the last is Evaluation, which is an assessment and follow-up that aims to determine the success rate of the second stage.

The last is the learning management strategy, which is a variable component of the method that deals with how the interaction between learners and other learning method variables. Degeng (1989) states that "The management strategy is related to the determination of when a strategy or strategy component is appropriate in the learning situation.4 There are four classifications of learning management strategy variables that include scheduling the use of learning strategies, making student learning progress, motivational management, and learning control The scheduling of the use of a learning organization strategy usually involves the question of "when and how long a student uses every component of the organizing strategy." While scheduling the use of a delivery strategy involves decisions, such as "when and for how long a student uses a media type." This means that any decision taken should be based on complete information about the student's progress on a concept, a procedure or a principle. The motivational management aims to improve the motivation in learning. The latter is the control of learning, which serves to control the learning of the students.

English Tutorial Program is the first activity organized by Muhammadiyah University of Surakarta in equipping all students so that all students get basic knowledge about English. Here the researcher will do research on teaching strategy which is done by tutor to the younger sister in English Tutorial Program (ETP) activity, because teaching strategy done by tutor to class sister in English Tutorial Program activity will determine the success or failure of the activity.
Therefore, the researcher is interested to do research on the teaching strategy used by the tutor to the class sister in English Tutorial Program activities.

2. RESEARCH METHOD

Data were analyzed using a qualitative approach. Ross (1999) states that "a qualitative approach to research is based on a world view that is holistic and has confidence as follows: there is no single reality, a reality based on perception are different for each person and change over time, and what we know has meaning only under certain circumstances of context". Sources of data in this study were obtained from teachers or tutors who teach in English Tutorial Program activities at the department of accounting education. The object of this study was conducted on the first semester students and second semester of Accounting Education at Muhammadiyah University of Surakarta. According to Sugiyono (2013: 224) “data collection techniques are the most strategic step in the study, because the main goal of the study is to get the data”. In the data collection techniques in this study, researchers conducted observations in English Tutorial Program activities, conduct the interview to several tutors and do the documentation by taking the photos on ETP activities and also finding the syllabus used by tutors as handbooks or guidelines in teaching ETP. The techniques for analyzing data are using an interactive model, this interaction divided into four types; data collection, data reduction, data presentation, and conclusion (Miles & Huberman, 1992: 20)

3. FINDING AND DISCUSSION

Based on the findings of interviews conducted by researcher to 10 tutors, there are some tutor that use the same teaching strategy, among others, is from tutor named Shifa Nurul Fawzia (A320150165) and Desinta Bugaranti (A320150210), stating that they use teaching strategies like those in ETP manual but Desinta Bugaranti is in her teaching is still interspersed with games. Next is from tutors named Ninda Wahyu Lestari (A320150214), Eni Afriliani (A320150200) and Ristamayni W. S (A320150253), who stated that in teaching
ETP they focus more on speaking skills, because here they often ask their students to discuss and question each other. In addition there are still other tutors who use the same teaching strategy, from tutors named Yusron Septiadi (A320130029) and Dyah Permata Siwi L (A320140067), stating that they are trying to get closer to the students before entering on the material ETP Which will be taught so that the students can build their confidence, so that the students can easily receive the material presented by the tutor.

In addition to the similarity of strategy in teaching, there are also differences in teaching strategies undertaken by other tutors, among others is from a tutor named Putri Ayu Ariyani (A320130080) stating that in teaching ETP he uses 5 M teaching strategies, namely: observe, ask, gather information, associate, and communicate. In addition there are also other tutors who use different teaching strategies, namely Ifah Wardani (A3210140011) who use games as her strategy in teaching ETP. The last one is Fadhila Ayu Sekarani (A320150078) that using teacher center as teaching strategy and here she not only use teacher center, but also given additional matter in the form of questions or games.

Based on the findings of interviews conducted by researcher to 10 tutors, each has their own reasons why they chose the teaching strategy in teaching ETP. There are some tutors who have the same reason why they chose the strategy in teaching ETP that is the material presented by the tutor is easily understood by the students. In teaching ETP, there are some tutors who sometimes also provide games to students because according to them by giving games will make the students more able to relax in following the ETP and not easily feel bored. In addition there is also a tutor who approaches first to the students to make the relationship between the tutors with the students can be closer and can also to build self-confidence from the students. But there is also a separate reason for each tutor in using the teaching strategy when they teach ETP, such as from Putri Ayu Ariyani (A320130080) and Eni Afriliani (A320150200) who said that the teaching strategy used is more effective than the other teaching strategy. In addition there is also a tutor named Ristamayni W. S (A320150253), who have their own reasons to use teaching strategies that focus more on speaking that is so
that the students are not fixated on the material contained in the ETP manual and according to her that speaking is also important to be a situation or life in the future.

Based on the data from 10 ETP participants, it can be concluded that the delivery strategy done by their tutor when ETP takes place is indeed interesting and fun, although sometimes there are some tutors who when teaching ETP is not in accordance with the time specified. According to them the delivery strategy done by the tutor is varied so it is not monotonous in teaching the ETP and the nature of the tutor when teaching ETP is sometimes serious but sometimes also joking. There are some students who say that the material delivery strategy done by the tutor is clear, so easy to understand by all students in the ETP group. There are also students who say that the material presented by the tutor is easy to understand or not it depends on the students themselves who understand about English or not and want to pay attention to the material presented by the tutor or not. From the data there are still some students who give different answers about the delivery strategy done by the tutor, among them is a student named Haliza Aulia Almas (A210160110), which states that the tutors who teach in the ETP group is sometimes still feel afraid when delivering the material to students and maybe that's because the tutor is just once an ETP tutor. In addition there is a student named Ayu Indah Lestari (A210160127), which states that the tutors who teach in the ETP group when teaching often directly on the first practice just enter the theory, because then the material will be easy to understand.

Based on the findings in the research and discussion above, it can be concluded that a tutor should have their own teaching strategies that are in accordance with the conditions and abilities possessed by students so that learning activities can run smoothly and the material presented by the tutor can also be understood by all students who follow the ETP activity.
4. CONCLUSION

From the results of the research, researchers have found five teaching strategies used by tutors when teaching ETP, including using 5M, approach, using games, frequently asked questions and teacher center. The reason of the tutor using teaching strategies that they choose to teach ETP is because according to them the teaching strategy they choose is more effective for use in teaching ETP in the group and in addition to can make students easy to understand the material they convey. Based on 10 students on teaching strategies used by the tutor it can be concluded that the material submitted by the tutor using the teaching strategy that has been selected by the tutor to teach ETP is nice and fun, in addition the tutor is also able to deliver the material In a way that is varied and not monotonous so that students can follow the ETP activities are relaxed and the students are also not easy to feel bored. With the obvious delivery of the material by the tutor, the material is easily understood by all students.

BIBLIOGRAPHY


