CHAPTER I
Introduction

A. Background of the Study

There is a policy at Muhammadiyah University of Surakarta (UMS) which advises a freshman must be able to speak English. Thus, students who graduated from university should know how to speak English. This is generally mean to fluency. It helps them easily to communicate with foreigners and their relatives in work. The English Department designs Saturday English Gathering (SEGA) program for the students. The purpose of this program makes students be able to speak English with fun learning which taken place in outdoor class every Saturday morning. All of the students must join this program at the beginning of their study from the first until the fourth semester.

Saturday English Gathering (SEGA) emphasizes on mastering English speaking skill. Chaney in Kayi (2006) stated that speaking is about the process of constructing and sharing meaning using verbal and non-verbal symbol in various context. The chairman of SEGA program said that the important thing in SEGA is the student can speak English briefly to make their speaking skill more honed. In this case, different techniques show different purposes of achievement. Knowing the best techniques of teaching speaking will receive good achievement. The best way is tutor chooses the most appropriate technique in teaching the student in sequence the student feels no bored and encourage their confidence. Some of the tutors show different techniques when they are teach the students. Some of the students were speak English bravely and some were not. Some of it looks so fun, but some are not. It makes the researcher curious what exactly their techniques are.

The tutors are the seniors from the same English department students that have been examined by SEGA managerial. Some of the

tutors teach their students in many ways. It becomes so interesting because they can do many techniques.

According to Berlitz's idea which adopted by Fauziati (2014) in the book *'Methods of Teaching English as A Foreign Language'*, there are some techniques, and activities which are fun to learn in teaching English based on its own method of teaching. The teachers use some techniques and activities to make their students understand about the materials easily and speak more bravely.

In SEGA, some tutors do some warming up at the beginning before starting the meeting. For example, tutors asked the students in English about how was their day and their opinion about something which is related to the materials that none of the students knows that it is including on the material. Then, tutor can start the meeting and focusing their concentration with simple game. In *Communicative language teaching* (CLT) method, using games frequently and students find them enjoyably. Games are truly communicative (Johnson and Morrow, 1981: 34), but it depends with the tutors' way of teaching.

The important thing is that tutors used several techniques in teaching learning process. Different techniques showed different purposes of the expected achievement. As what Anthony In Fauziati (2014) said about technique, it is a realization which takes place in the classroom and accomplish an immediate objective, particular trick, strategy, or contrivance is used. Lecturing is used to make students easier in understanding the material they have never know. Millrood (2015) in his work stated that technique is a procedure to complete the task. Role play is used to make students experience what they have learned by themselves. The tutors' roles in teaching learning process apply several techniques and should motivate the students to understand English. In Brown's work (2001) defined the term technique as activities, any exercise and tasks in the classroom to meet the objective.

In this paper, the researcher wants to explain what kind of technique used by the tutor and how the realization of the technique in the SEGA meeting in the research entitled **Classroom Techniques Used by Tutors In Teaching Speaking At Saturday English Gathering: A Case Study Of Muhammadiyah University Of Surakarta.**

B. Problem Statement

Based on the background study, the problem statement in this research is to investigate how the realization of the classroom technique in SEGA meeting is.

The research questions are formulated as follows:

1. What kinds of techniques used by the tutors in SEGA?
2. What are the purposes of using the techniques?
3. What are the roles of tutors and students in SEGA speaking class?

C. Objective of The Study

Based on the research problem, the researcher has the following objectives:

1. To describe the teaching technique used by the tutors as a classroom technique in Saturday English Gathering (SEGA) of UMS
2. To describe the purpose of using each technique in SEGA.
3. To describe the roles of tutors and students in speaking class.

D. Limitation of The Study

Related to the classroom techniques, the limitation of this research is on the technique used in SEGA. The participants are those students from the third semester of 2017 academic year who is tutoring their juniors from the first until second semester in SEGA. The researcher takes four groups from SEGA to be observed.

E. Significance of The Study

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

1. Theoretical Benefit Related to this research, the researcher hopes that the research can be used as the reference for the other researchers who want to conduct research about classroom techniques used by tutors in SEGA or other courses which are similar.

2. Practical Benefit

    a. For the researcher, the result can increase knowledge about the types of tutors' techniques in SEGA of UMS 2016.

    b. For English tutors, the result of this research can be a reference to improve tutors' ability and competence in teaching English.

F. Research Paper Organization

In order to make the research more organized and understandable, this research is divided into five chapters. The researcher organizes the chapters as follows:

Chapter 1 is introduction. It consists of background of the study, limited of the study, problem statement, objective of the study, significance of the study, and research paper organization.

Chapter 2 is theoretical review. It consists of previous study and underlying theory.

Chapter 3 is research methodology which consists of type of research, object of research, type of data and data source, technique for collecting data, technique of analyzing data, and data validity.

Chapter 4 is finding and discussion which consists of finding and discussion.

Chapter 5 is conclusion, pedagogical implication, and suggestion.