CHAPTER I

INTRODUCTION

A. Background of the Study

People often talk about English as a global language or *lingua franca*. More than 350 million people around the world speak English as the first language and more than 430 million speaking it as a second language. There are English speakers in most countries around the world. This fact shows that English is an important language in the world.

English is opening for another field in our life. It opens doors in the academic world. Of course, if the best program in your field is in an English-speaking country, English will give the opportunity to study with the top scholars. Western universities are attracting more and more visiting scholars, students and professors from all around the world, and their common working language is English. As well as studying and teaching, attending international conferences and publishing in foreign journals are some of the key steps to success in academia. In order to speak at these conferences or publish in these journals, excellent English is essential.

In Globalization area, learners need to learn English, in order that they can communicate well. To meet the purpose, universities in Indonesia apply many strategies to prepare the students to communicate in English. Muhammadiyah University of Surakarta also applies many strategies one of the strategies is through English Tutorial Program (ETP).

ETP is a program designed, with a curriculum based on the needs of new students so as to acquire English knowledge, such as simple conversation, grammar, tenses, etc. It is given as one of the provisions of the students to understand the literature during the lecture at UMS. It is expected to help students to be a superior individual in the job market with better English skills than other university graduates.

Students will get various English materials each week. ETP is a compulsory program for students of all faculties in UMS and accompanied by lecturers majoring in English with senior students pass the training. The activities of ETP are:

1. Basic English Language Learning for all students of the early semester

    Communication habits with English in writing or verbal to improve student's knowledge and confidence. The mentor assistance from students' semester three to six UMS, selected and trained by English lecturer.

2. Social Gathering One-day performances of ETP Tutors for the academic community and the general public, such as art performances featuring tutors' works, such as poetry, dance, acoustic, drama, and other musical poetry in English;

    In one of the departments in FKIP, Civic Education Department, many students don't understand how to learn English easily because the first semester students are confused or sometimes they forgot the English materials that they give from their Senior High School. Tutors must be smart to choose English learning techniques so the students do not think that learning a Foreign Language is difficult. In teaching and learning process, tutors can make the students fun for learning materials are easily understood very well. Therefore, the tutor can use appropriate techniques.

    Richards and Rodgers (2001: 20), describes technique as activities that take place in the classroom. Techniques are based on a method which in turn is related to an approach. A game is one of activities which can help to create dynamic, motivating classes. The reason is that real learning takes place when the students, in a relaxed atmosphere, participate in activities that require them to use what they have been drilled on. Games are not only suitable for children but also for adults since there is always a child hidden in every one of us. Bringing out this 'child' undoubtedly facilities the learning of a foreign language by Silver (1990:244-248).

    Based on the preliminary observation and interview, tutors use games. They use games techniques for learning English language to first semester students of Civic Department Education on English Tutorial Program. By using games technique, they can learn speaking skill, listening skill for identifying a key word, reading skill and writing skill in product approach to compose some matching tasks. Using this technique, the students can enjoy learning English. In addition, they won't get bored if they want to learn more English materials. They will always be curious about the English material and

they can learn it every day. With this technique, they can also practice speaking skill for public speaking, adding more vocabulary, and learning a pronunciation correctly.

This research focuses on ETP (English Tutorial Program) in Muhammadiyah University of Surakarta because the tutor has been applying Games techniques for studying English language very well. The process of teaching and learning is in Campus 1 on Ahmad Yani Street, Pabelan, Kartasura, Kota Surakarta, Central Java. It is expected that by using games techniques, the first semester civic education can learn English easily. Therefore, the games techniques are one of the most important techniques for supporting the success to learn a foreign language.

B. **Limitation of the Study**

To avoid misunderstanding and to clarify the study, the researcher limits the study of this research entitled "The Use of Games in Teaching English to first Semester of Civic Education Department Students in English Tutorial Program at Muhammadiyah University of Surakarta 2018/2019 Academic Year."

The researcher chooses First Semester Students of Civic Education Department in English Tutorial Program (ETP) at Muhammadiyah University of Surakarta academic year 2018/2019 as the subject of the study. They are 9 students and the tutor as the source of collecting the data.

C. **Problem of the Study**

Based on the background of the study, the problems are stated as follows:

1. How is the implementation of Games Techniques in teaching English to the first semester students of Civic Education Department in English Tutorial Program at Muhammadiyah University of Surakarta? The general question is specified into the following subsidiary research question.
   a. What are the names of the games?
   b. How is the procedure of teaching English using the game?
   c. What is the media used in teaching English?
   d. What is the material given to the students?
2. What is the student response of the games techniques applied by the tutor to the first semester students of Civic Education Department in ETP?

D. Objectives of the Study

Related to the research question, the objectives of the study are as follows:

1. In general this study aims to describe the implementation of games technique in teaching English to the first semester students of Civic Education Department in English Tutorial Program. Specifically, it is to:

   a. Identify the name of the games used in learning on ETP.
   b. Describe the procedure of teaching English using the games on ETP.
   c. Find out the media used in the application of games on English teaching.
   d. Describe the material given by the tutor in teaching English to the Civic Education students using games.

2. To know the response of Civic Education students when the tutors gave material from ETP by using games Technique.

E. Significance of the Study

1. Theoretical Significance

It can be used as the reference for the next researchers who will conduct the relevant research and give new knowledge about the students perceive about the use of Games Method in English Tutorial Program (ETP).

2. Practical Significance

a. For students, they can enjoy to learn an English language. Therefore, they can learn a new vocabulary, pronunciation and grammar within Games Method correctly. Then they can practice a speaking skill.

b. For teachers, it can inspire teacher to create a new method that interesting for students. And the students are not getting bored to learn foreign language.

c. For writer, it can increase our new knowledge about the using of Games Method for supporting learning English language.

F. Research Paper Organization

The research paper will comprise in five chapters. A brief summary of the content of each chapter is described as follows:

Chapter I is introduction that explains about background of the study, statement of problem, limitation of the study, objectives of the study, and benefits of the study.

Chapter II is related literary review, previous study, theoretical review, and theoretical framework, in this case, the writer will put the description of the theory that the writer uses to analyze.

Chapter III is research method that covers, research type, research object, research subject or participants, data and data source, method of collecting data, data validity or credibility of data, technique for analyzing data.

Chapter IV is research finding and discussion.

Chapter V is conclusion, implication and suggestion.