

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one of English main skills, namely Listening, Speaking, Reading and Writing. According to Richards (2008:19) “Speaking is an activity used by someone to communicate with others”. Speaking is used to deliver information through the mouth. In addition Nunan (1991:39) In Language Teaching Methodology “Speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language”. It means that a successful person learns a foreign language if he or she understands and is able to communicate with others using foreign language. Usually they use simple conversation to apply the language.

In engaging a simple conversation or communication the students must have good speaking skill. Speaking for most people is considered the most difficult skill because it covers many aspects of English language skills including pronunciation, listening, grammar, and vocabulary at once (Yanto, 2015). Furthermore, Brown (2001:113) states “the objectives of speaking is the students are able to participate and use English in short conversation, collect the information, ask and answer the questions fluently and acceptably in daily context”. In addition, Fangzhi (1998:39) in Kouih (2017) stated that “it is important to pay attention to pronunciation since it results in whether or not someone's message can be passed or not by other people”. We can conclude that pronunciation, listening, grammar, vocabulary, have a significant effect because we more easily understand what is being discussed and continue to follow the conversation.

Many students try to have a good speaking skill, but many of them make an error oral production, for example the students of non-English Education Department in English Tutorial Program under Teacher

Training and Education Faculty (FKIP) students, at Muhammadiyah University of Surakarta.

English Tutorial Program (ETP) is an English learning program given to all first and second semester students in all faculties except English Education Department at Muhammadiyah University of Surakarta (UMS) especially to increase the knowledge of English language in verbal and written forms. This activity was conducted once a week on Saturday outside the hours of the course and out of the class usually given by senior students that have been trained. For ETP divided into a group, usually one group consists of ten to twelve students. ETP was designed toward to the curriculum and needs of new students so that they gain basic knowledge, such as simple conversation and grammar.

However, the researcher still found many students of non-English Education Department in English Tutorial Program (ETP) under Teacher Training and Education Faculty (FKIP) students, they are difficult to speak right and clearly. They have many errors on oral production. The researcher investigated the ETP and found the error production made by the students non-English Education Department under Teacher Training and Education Faculty at Muhammadiyah University of Surakarta. The researcher chose this subject because many of them will become teachers and as we know in the modern era or in information technology era, English is used by all people in the world so they should know how to speak English fluently and clearly.

Based on the phenomenon the researcher entitled this study “An Error Analysis on Oral Production Made by Non-English Department Students in English Tutorial Program (ETP) Under Teacher Training and Education Faculty at Muhammadiyah University of Surakarta 2018/2019 Academic Year”.

B. Limitation of the Study

In this research, the current study limits the research on speech error production which has become utterance by the students non-English

Education Department in English Tutorial Program under Teacher Training and Education Faculty in the second semester at Muhammadiyah University of Surakarta 2018/2019 academic year.

C. Problem Statement

Based on the background, the researcher formulates the problem statements as follows:

1. What are the error productions made by the students of Non-English Education Department in English Tutorial Program under Teacher Training and Education Faculty at Muhammadiyah University of Surakarta in 2018/2019 academic year?
2. What are the techniques of Teaching Speaking in English used by the tutors to solve the error productions made by the students of non-English Department in English Tutorial Program under Teacher Training and Education faculty at Muhammadiyah University of Surakarta?

D. Objective of the Study

Based on those problem statements, the objectives of the study are:

1. To find the error productions made by the students of Non-English Education Department in English Tutorial Program under Teacher Training and Education Faculty at Muhammadiyah University of Surakarta in 2018/2019 academic year.
3. To find the techniques of teaching speaking in English used by the tutors to solve the error production made by the students of Non-English Education Department in English Tutorial Program under Teacher Training and Education Faculty at Muhammadiyah University of Surakarta.

E. Significance of the Study

The researcher hopes the research can give some significance as follows:

1. Theoretical Significance

The result of this research can be using as the reference for those who want to conduct a research teaching speaking skill.

2. Practical Significance

- a. For the students, the result of the research will help the students to have ability in the speaking skill.
- b. For the other researchers, they can find the problems faced by lecturers or tutors about teaching English at ETP.
- c. The researcher hopes it can be useful for the readers particularly the students of English Education Department of UMS to teaching English in speaking skill in the class at the future.

F. Research Paper Organization

The organization of this research paper is divided into 5 chapters, namely Chapter I, Chapter II, Chapter III, Chapter IV and Chapter V.

Chapter I is the introduction. It consists of background of the study, limitation of the study, problem statements, objective of the study, significance of the study, and research paper organization.

Chapter II is review of related literature. It consists of previous study, position of the study, and theoretical background.

Chapter III is research method. It consists of type of the study, subject of the study, object of the study, time and place, research data and data source, method of collecting data, technique for analyzing and credibility of data.

Chapter VI is finding and discussion. In finding consist of the type of speech error that found in ETP and the teaching techniques used by the tutors.

Chapter V is conclusion, pedagogical implication and suggestion.