

**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  
IN 2018/2019 ACADEMIC YEAR**



**Submitted as a Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of English Education**

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2019**

**APPROVAL**

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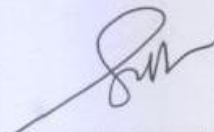
**PUBLICATION ARTICLE**

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ACCEPTANCE

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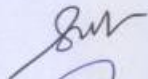
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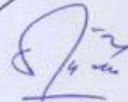
Approved and Accepted by Board Examiner  
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Team of Examiners:

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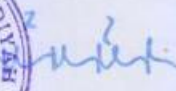
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## PRONOUNCEMENT

Herewith, I testify that in this publication article there is no plagiarism of the previous literary work which has been raised to obtain bachelor degrees of university, nor there are opinions or masterpiece which have been written or published by others, except those in which the writing are reffered manuscript and mentioned in the literary review and bibliography.

Hence, later, if it is proven that there are some untrue statements in this testimony, I will hold fully responsibility.

Surakarta, August 12, 2019

The researcher



**ENI AFRILLIANI**

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**Abstrak**

Penelitian ini fokus pada jenis kesalahan berbicara mahasiswa semester dua department pendidikan non-English pada English Tutorial Program (ETP) dibawah Fakultas Keguruan dan Ilmu Pendidikan dan teknik mengajar Speaking yang digunakan tutor. Tujuan penelitian ini untuk menemukan tipe speech error yang dilakukan mahasiswa dan menemukan teknik yang digunakan tutor untuk mengajar speaking. Subjek penelitian ini adalah 30 mahasiswa semester dua dan 10 tutor ETP dari Universitas Muhammadiyah Surakarta. Jenis penelitian ini adalah Deskriptif kualitatif. Peneliti menggunakan teori Speech Error dari Clark and Clark (1977) dan teknik mengajar Speaking dari Prayit (2014), Natalieczaban (2019) dan Harmer (2005). Data diperoleh dengan metode observasi, analisis dokumen dan wawancara. Hasil penelitian menunjukkan jenis kesalahan yaitu silent pause, filled pause, repeats, retraced, interjections, dan stutters dan teknikyng digunakan tutor yaitu multiply vocabularies, reading with loud voice, grammar, conversation, feedback, role plays, build confidence, games and discussion.

**Kata kunci:** English Tutorial Program (ETP), oral production, speech error, teknik mengajar speaking

**Abstract**

This study focuses on the types of speech errors by the second semester of non-English Education Department students in the English Tutorial Program (ETP) under the Teacher Training and Education Faculty and the Speaking teaching techniques used by tutors. The purpose of this study is to find out the types of speech errors committed by students and discover the techniques used by tutors to teach speaking. The subjects of this study were 30 second semester students and 10 ETP tutors from the Muhammadiyah University of Surakarta. This type of research is descriptive qualitative. the researcher used Speech Error theory from Clark and Clark (1977) and Speaking teaching techniques from Prayit (2014), Natalieczaban (2019) dan Harmer (2005). Data obtained by the method of observation, document analysis and interviews. The results showed the types of errors are silent pause, filled pause, repeats, retraced, interjections, and stutters and the techniques used by tutors are multiply vocabularies, reading with loud voices, grammar, conversations, feedback, role plays, build confidence, games and discussion.

**Keywords:** English Tutorial Program (ETP), oral production, speech error, speaking teaching techniques

## **1. INTRODUCTION**

Speaking is one of English main skills, namely Listening, Speaking, Reading and Writing. Speaking is an synergistic method of developing meaning that implicates delivering and acquiring ideas (Brown, 1994; Burns & Joyce, 1997). Speaking is the capability to deliver the words in order to show intentions, ideas, thoughts, and feelings composed and evolved in order to make the listener understood.

Muhammadiyah university of Surakarta (UMS) suggest the students should be able to speak English. The Students must strive to learn in speak English. It helps them facilely talk with foreigners and other relation at work. Lembaga Pengembangan Ilmu-ilmu Dasar dan Bahasa (LPIDB) designs English Tutorial Program (ETP) for the students to develop their English. All of the non-English Department students must join this program at the beginnigg of their study from the first until second semester. ETP is an English learning program that given to all first and second semester student in all faculties except English Department at Muhammadiyah University of Surakarta (UMS) especially to increase the knowledge of English language in verbal and written form. This activity was conducted once week on Saturday outside the hours of the course and out the class usually given by senior students that have trained. ETP divided into a group, usually one group consists of eight to ten 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.

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 Department in English Tutorial Program under teacher training and education faculty (FKIP) students, at Muhammadiyah university of Surakarta.

From the reason above, the reseacher is interested conducts the research entitled “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”

## 2. METHOD

This research uses descriptive qualitative research method in purpose to explain the types of error production made by the students of Non-English Education Department and the techniques of Teaching Speaking in English used by the tutors to solve the error productions in English Tutorial Program under Teacher Training and Education Faculty at Muhammadiyah University of Surakarta in 2018/2019 academic year. The subject of this research are the second semester of non-English Education Department students and the tutors of ETP. The data took from the ETP activity. Method of collecting data were observation, recording, interview and document analysis. Data source collected from the event takes from the observation in ETP activity, recording takes from the utterance by the tutors, document takes from the interview scripts between researcher and the tutors.

## 3. FINDING AND DISCUSSION

### 3.1 Finding

3.1.1 The error productions made by the students of non-English Department  
The type of errors according to Clark and Clark (1977), namely: Silent pause, Filled pause, Repeats, Unretraced, Retraced, Corrections, Interjections, Stutters, and Slip of tongue. In this research, the researcher only found six types of error production made by the student of non-English department under Teacher Training and Education, namely:

a. Silent pause

The researcher found the example: “Everyone //(0.2) certainly has //(0.2) *a aspirations*”. It showed that the speaker got trouble in deliver the sentence. The speaker was silent for two second and two second without producing any speech. There were two pauses when the speaker deliver “Everyone //(0.2) certainly has //(0.2) aspirations”. The speaker did the pauses not for taking a breath but she was difficult to deliver the sentence.

b. Filled pause

The researcher found filled pause error, for example: “*I good at emm maybe public speaking. I prefer emm anything about emm sport*”. The speaker did filled pause three times in one sentence by producing the other gap “emm”

after say the word “at”, “prefer”, and “about”. The speaker got difficulty to plan the next words.

c. Repeats

The speaker doing repetitions of one or more words in a row such as “*My my // my job is designer, I make cloth, I have I have creativity*”. The example showed that the speaker did repeated in twice, she say “my” in the beginning sentence for three times and “I have” in twice. The speaker did repeated because she did spoke too fast, so she lost the next word and confused to continue the next words.

d. Retraced

The researcher found the retraced error, such as “Teacher must complete *under grate undergraduate* education”. The example indicated that the speaker did retraced error. The speaker in the first utterance said “under grate” and then he realized his mistake and change the exact word “undergraduate”.

e. Interjections

The researcher found one utterance containing interjections such as: “*Tomorrow I wanna be wife sholehah, yes, wife sholehah*”. The example showed that the speaker did interjection. The speaker used “yes” as a short exclamation. The speaker used the word "yes" as an emphasis and assured the listener that what she said was correct and did not hesitate.

f. Stutters

The researcher found the example of stutters in ETP, as in “*...a a a and* also rest enough so that the stamina of the body awake”. The sentence indicated that the speaker difficult to deliver the word “and”. It was showed by the speaker repeated the syllable “a-a-a” in three times before he uttered the exact word “and”.

### 3.1.2 The Technique of Teaching Speaking in English used by the tutors

Based on the interviews data conducted by the researcher to some tutors, the techniques used in teaching speaking English for the second semester of Non-English Education Department students under Teacher Training and Education Faculty at Muhammadiyah University of Surakarta deals with the three research, namely:



a. Teaching techniques in speaking English by Prayit (2014)

1) Multiply Vocabularies

Multiply Vocabularies was used by the tutors to make students are able to improve their ability to speak English. The example: The 4th participant said “...*remind the students to learn vocabularies..*” it showed that the tutor use "Multiply vocabularies" in teaching speaking English. If the students master a lot of vocabulary, when they are going to convey an idea or a concept in an ETP sessions, then they already have a collection of vocabulary words that they can choose to deliver smoothly and easily as well as reducing production errors.

2) Reading with loud voice

Reading aloud can make students accustomed to saying words in English they also learn pronunciation, and listening. For example: the 7th participant said “*in the ETP sessions, I always giving reading assignments*”. The 7th participant indicated that she always applied “Reading with Loud Voice” in each sessions and all topic in the ETP activity.

3) Simple English Grammar

Grammar is very important in strengthening the structure and increasing fluency in language. Each language must have grammar, because if there is no grammar, students will certainly not be able to speak well and will sound strange. The reseacher interviewed some tutors and found only one tutor used this technique, namely: the 4th participant said “...*correction the grammar,...*”. The tutor did not teach grammar directly but when students do "speaking practice" and make mistakes in grammar she corrects and shows proper grammar in certain situations. It indicated that the tutor cares about the students' grammar

4) English Conversation

Conversation will help students more confident to say English words, but the reseacher only found one tutor used English conversation technique such as: the 4th participant said “...*often inviting the students to dialogue...*”

The sentence “...often inviting the students to dialogue...” indicated that the tutor often ask the students to have conversation with her. Using English conversation the tutor can speak directly or face to face with the students and know the students speaking abilities.

b. Teaching techniques in speaking English by Natalieczaban (2019)

1) Feedback

In this study, the researcher only found Feedback as a learning technique, no one tutor used pair works techniques. The researcher found four tutors used Feedback technique in ETP activity, such as: the 1st participant said “...giving feedback after they did speaking.” The examples indicated that the tutors used feedback technique in teaching speaking, applied feedback make the students have good speaking ability and better pronunciation.

2) Role plays

In this research the researcher only found one tutor used Role Plays technique, namely: the 8th participant said “*they had to be informants or guest stars who did public speaking in front of their friends at the FKIP park or in the hall and the other friends as the viewers...*” The example showed that the 8th participant used role plays technique in teaching speaking, role plays will make students more confident.

3) Build confidence

Many students lack confidence in speaking English, they consider themselves unable to communicate with others, in this case there are some tutors who used this technique to taught speaking, for example: the 10th participant said “*make the student confident if they can speak English,...*”. The 10th participants make the students built their confident to speak English, in each sessions of ETP activity the tutors ask the students to did speaking minimal in front of their friends, it can make the students accustomed to public speaking.

c. Teaching techniques in speaking English by Harmer (2005)

1) Games

The researcher found that the tutors used games in teaching speaking, for example: the 2nd participant “*sometimes we used card games in the ETP*

*activity, or play a vocab games,...*". The 2nd participant used "card games" or "play vocabularies games" in teaching speaking. Games makes the students fun and happy, and easy to understand and remember the materials.

## 2) Discussion

In this research the reseacher only found one tutor that applied "discussion" technique in ETP sessions, namely: the 6th participant "*...we have question and answer time...*" The example showed that the tutor used discussion technique in teaching speaking, the tutor applied "question and answer time" to make the students more active and deliver their ideas in front of their friends.

### **3.2 Discussion**

#### 3.2.1 Types of speech error

The researcher used theory by Clark and Clark (1977) to analyze each error which includes silent pause, filled pause, correction, repeats, stutters, interjection, unretraced, retraced, and slip of tongue. The researcher only found six types of speech errors namely silent pause, filled pause, repeats, retraced, interjections and stutters.

The researcher compares her researcher finding with other previous findings. Some of the research finding is relevant with Karismawati work (2017), but there is one type of speech error found by the researcher and different from the study. The difference is the study found corrections but in this finding not found corrections, this finding found retraced in. This finding was different to Putri work (2016), Putri found three classification of the data namely speech error, morphological error and syntactical error, while the researcher found one type that is speech error. Five of types speech error in this research finding was relevant with Rahma work (2015) namely, silent pause, filled pause, repeats, retraced, and stutters. The differences are the study found corrections and unretraced, but in this research found interjections.

#### 3.2.2 Teaching technique used by the tutors in teaching speaking

The researcher used three theories to analyze the teaching technique in speaking namely: Prayit (2014), Nataliecaban (2019) and Harmer (2015). The researcher

compares her research finding with other previous findings. This research finding is different finding with Laela work (2017), Laela only used one theory from Harmer (2015) and found three teaching technique used by tutors, namely: discussion, role play and games. In this current study, the researcher found nine teaching technique used by tutors to teaching speaking such as: multiply vocabularies, reading with loud voice, simple English grammar, English conversation, feedback, roleplays, build confidence, games and discussion. This research finding is different too with Prasetya work (2016), Prasetya used only one theory by Asman and Michaela (1997), she found the tutor uses three technique namely lecturing, role play and giving assignment. The researcher study find nine technique used by tutors to teaching speaking as mentioned above. The similarities between Prasetya study and the researcher study is the tutor used role play technique in teaching speaking in ETP activity. The last previous finding by Devi (2018) is different with this research finding. Devi find that the tutor used personality strategy, based on what tutors belief, know, and preference to decide activities, the strategies are easier to implement which make the students active and facilitate them to express their ideas. In this research finding using three expert to analyze data from interviews to know the teaching technique used by the tutors in teaching speaking.

#### **4. CONCLUSION**

The researcher concludes that the student of non-English Education Department in English Tutorial Program under Teacher Training and Education Faculty at Muhammadiyah University of Surakarta still making errors in delivering their speech.

The researcher concludes that the tutors apply the techniques of teaching speaking by Prayit (2014), Natalieczaban (2019) dan Harmer (2005). They assume the technique will make the student easy to understand, remember, and not boring. They want the students feel happy and enjoyable when they learn English.

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