CHAPTER I
INTRODUCTION

A. Background of the Study

According to Al Nakhalah (2016: 97) Speaking is the delivery of language through the mouth. People make sounds by using many parts of our body including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Speaking produces vocal to express our thoughts and feelings orally. Speaking has important role in communication. We usually speak to change information, asking and command others.

Speaking skills are ability to communicate effectively by being aware of some aspects of speaking like: fluency, pronouncation, grammar, vocabullary, interactive communication, appropriateness and complexity. Speaking is one of skills which prosecute the learner to practice more often rather than another skills because it is difficult to say a sentece or a word specially in foreign language. Before people say something orally, they have to know clearly what they are going to say and how to say it in foreign language which has different grammar and structure with their mother tongue. We also have to make sure that our interlocutor knows exactly what we are talking about.

Teaching is an interactive process between teacher and students which aims to influence the students' perspective by developing their knowledge. In this case the individual as teacher must be smarter and have a skills to teach students. Especially in teaching speaking the students have to be more interactive rather than another skills. In teaching speaking the teacher has to stimulate students become active learner and practice speak a lot. According to Fauziati (2015: 101) the result of teaching speaking should be visualized as central in foreign language teaching. The goal of teaching speaking skill is to communicate efficiency. This means that learner should be capable to make themselves understood to using their current expertise. They should be capable to avoid confusion in the message due

to wrong pronunciation, grammmar, or vocabularyand to observe the social and cultural rules in each communication situation.

Considering the importance of english speaking skill, Universitas Muhammadiyah Surakarta equips its students with basic english speaking skill. Start in 2015, Institute of Basic Sciences and Languages Development (LPIDB) at Universitas Muhammadiyah Surakarta establish an English Tutorial Program (ETP). The purposes of ETP is to improve reading, listening and writing skills and the main focus is speaking skills. This program for students of all first and second semester of entire departments in UMS except departement of english education. The tutors of ETP are also students from UMS that have ability to teach English. They meet the qualifications to be tutor of ETP. Through this program, UMS expects that every students can gain confidence in speaking English although they are not English department students. The main purpose of ETP is to improve speaking skills so when they graduate from UMS at least they can pass the English job interview.

Tecnique in teaching is needed to make students excite with learning process and help students to achieve the learning goals. Teaching tecnique makes learning process run affectively. Chamot in Fauziati (2015: 23) stated that language learning strategy is the conscious thoughts and activities that learners do to attain a learning goals. A strategy must be fit well with the learners' task, the leatners' learning style and links with another relevant strategy so strategy can be useful for both teacher and students. The purpose of a strategy is to make learning process be easier, faster, more enjoyable and more effective. Each learning process, the tutor always finds a problem that makes students difficult to speak a lot. So a tutor need strategy that fits with the students' problem so the learning process could be more effective.

The researcher wants to know about problems faced by tutor of ETP in teaching speaking and techniques used by the tutors based on the problem. Students of ETP are not English students. So the tutor need the

right tecniques to force them to practice speak English. It is difficult to make students speak english without force or interest ways. From the phenomena above, the researcher is interested in analyzing problems faced by tutor of ETP in teaching speaking and technique used by the tutors. The researcher decided to carry out a research entittled "TEACHING TECHNIQUES USED BY TUTORS IN ENGLISH TUTORIAL PROGRAM (ETP) AT UNIVERSITAS MUHAMMADIYAH SURAKARTA".

B. Problem Statements

Based on the background of the study, the problems can be formulated as follow:

1. What are tecniques used by tutors in teaching speaking skill in ETP ?
2. What are problems faced by tutors in teaching speaking skill in ETP ?
3. What are solutions applied by tutors in teaching speaking skill in ETP?

C. Objectives of the Study

The objectives of the study are as following:

1. To know techniques used by tutors in teaching speaking in ETP.
2. To identify problems faced by tutors in teaching speaking in ETP.
3. To know solution applied by tutor in teaching speaking in ETP.

D. Significance of the Study

The researcher expects that the result of the study will give some benefits to tutors, students and other researchers. They are follows:

1. Tutors

This research is expected to be useful for tutor or teacher as a reference of good tecniques in teaching speaking skills and gives alternative solution in teaching english. Each tecnique is expected to be useful for tutors and students to make learning process runs affectively.

2. Students

This research help them to solve their problems in improving speaking skills. Tecniques also can be used by students to gain their speaking skills ability. So students can use variation tecniques to preactice at home.

3. Other reseacher

The result of this study is expected to give an alternative source and references to other researchers attempt tecniques that used by tutors of ETP especially to improve speaking skill.