

Chapter one

Introduction

In this chapter, the researcher talks about the reasons why she chooses this topic. The reason is written in the background. The next is identification of the problem, and which the researcher explains about the problem that emerges from the topic. In the background, the researcher finds some problems, so in the identification of the problem, the researcher explains deeper about the problem of this topic. The next is research questions. In this chapter, the researcher also mentions two research questions for knowing the main problem of the research. Purpose and significance of the research are also available in this chapter, and both explain about the purposes and the benefits of this research. The next is outline, which the researcher writes about what is going to be investigated in this research.

Background

To master a language, there are four language skills, they are listening, speaking, reading, and writing. Those language skills are divided into two types; those are receptive and productive skill. Receptive skills are listening and reading and productive skills are speaking and writing. According to Hinkel (2006), productive skills are the term for speaking and writing skills where students actually have to produce language themselves.

Speaking and writing are very important aspects if someone wants to master English. By using speaking and writing skills, people can communicate with other

people easily and can deliver the idea. Because English is a foreign language in Indonesia, learners have to learn so hard to be fluent in speaking and they should learn to write accurately in writing the foreign language. In speaking, people can acquire or take some words and sentences that they have heard from the environment, and it is the same as writing that people can clearly write if they read more.

Speaking is an oral way for someone to communicate with other people after processing the information, because speaking is how the people produce information after processing it (Torky, 2006). It means, if people are able to speak English fluently, they can talk or make a conversation with other people who have different language background because English is an international language. In teaching and learning process, there are some problems faced by learners in speaking learning process. According to the researcher's opinion, the problems that mostly happen in speaking are probably anxiety, lack of vocabulary, and grammatical error. In speaking for daily conversation, sometimes people do not have to notice the grammatical error. As long as other people understand what you are talking about, communication can still go on. On the other hand, speaking in academic setting should concern to the grammatical aspect. Everything that relates to the academic setting should concern the right structure because it is in a formal setting.

Almost the same as speaking, writing is to share ideas or arguments. Cumming (2011) maintains that writing skill is the ability to produce long texts. Writing can be for academic or nonacademic field. The types of text written in academic field are letter, announcement, paragraph, essay, or article. In an academic setting, the rule of writing is important. Grammatical structure and punctuation

should be noticed carefully because those are very important aspects in writing skill. Grammatical structure and punctuation are important in writing because the wrong use of grammatical structure and punctuation can result on different meaning. In researcher's opinion, grammatical error and wrong punctuation are often found in writing, especially the one composed by in learners' of English as foreign language. Seeing those kind of errors in speaking and writing on students, teachers usually do error correction for students.

The error correction that is usually implemented by teachers can be an oral or written correction. Different teachers also have different types of error correction. Many teachers also try to overcome these problems by organizing the error correction with their own method. Teachers who use the error correction want to make their students know the errors and want their speaking and writing improved.

Students at Language Training Centre (LTC), Universitas Muhammadiyah Yogyakarta (UMY) come from many different majors, and one of them is International Relation (IR). As its name suggests, IR students deal with international matters or issues, but IR major does not use English instruction in the classroom. Probably, IR major will hard communicate with their work partner in the future, if they do not practice to speak and write in English starting from now. To overcome that problem, students in IR major need feedbacks from teachers in LTC, whether it is on the students' speaking or even in their writing. The feedback that the teachers give probably is an error correction. Therefore, the researcher wants to know the types of the error correction in speaking and writing in four IR English classes at LTC UMY, which are two regular classes and two international classes.

Identification of the Problem

IR students at LTC UMY sometimes produce errors in speaking or writing. Some teachers at LTC UMY possibly do the error correction in students' speaking and writing through oral and written correction. There are so many causes of errors in IR students' writing and speaking for example the use of grammar, such as miss use of punctuation and subject verb agreement. When teachers check the students' speaking or writing, teachers often find errors that will mislead.

Teachers most likely give feedbacks to their students. By giving feedbacks, students will know their errors and can learn from the errors. There are many feedbacks that teachers usually give to students. Giving students feedbacks to make them know their errors, teachers give students an error correction. That error correction is done in oral or written correction and there are so many types of error correction. Teachers sometimes give oral correction after the students speak, or while the students speak. For written correction, teachers sometimes give a comment, underline, or circle.

Research Questions

This research is about the error correction types in students' speaking and writing at LTC UMY in Academic Year 2016/2017 and there are two research questions:

1. What are the types of error correction for students' speaking implemented by the teachers in English classes for International Relation major held at Language Training Center of Universitas Muhammadiyah Yogyakarta?

2. What are the types of error correction for students' writing implemented by the teachers in English classes for International Relation major held at Language Training Center of Universitas Muhammadiyah Yogyakarta?

Objectives of the Research

The purpose of this research is to know the types of error corrections that are implemented by teachers at LTC UMY in IR English classes. Teachers who teach English subject at LTC UMY have implemented so many types of error correction on students' speaking and writing. Therefore, the main purpose of this research is to know the types of error correction that English teachers in LTC UMY give to IR students' speaking and writing.

Significance of the Research

There are three significances of the research. Those are for the students, teachers, and institution.

Students. The researcher chooses this topic because the researcher thinks that error correction is probably implemented in almost every institution. The first significance is for students. By reading this research, students are able to know the types of error correction, and they can also know the purpose of error correction that teachers gave to them.

Teachers. This research gives information for teachers about the types of error correction in speaking and writing. Teachers can know many types of error correction that they can use in their daily class. The teachers who always use one type of error correction can change into other types of correction after reading this

research. This research shows so many types of error correction through oral and written correction in students speaking and writing.

Institution. The institution will know the feedback that teachers always give to students. By reading this research, the institution is able to know the types of error correction through oral and written correction. Moreover, institution can give a reward for teachers who constantly give right types of corrections to students' writing and speaking.

Those are all the significances of this research. They have benefits for the students, teachers, and institution.

Outline

This research is divided into five chapters. The first chapter is an introductory chapter. In this first chapter, the researcher explains the reason why the researcher chooses this topic. After that, there is also identification of the problem which the researcher explains the problems of the topic. In the background, the researcher has found some problems, so in the identification of the problem, the researcher limits the problem of this topic. Then, there are the research questions. In this chapter, the researcher mentions two research questions that the researcher has to find the answer by conducting this research. Purposes and significances of the research are also available in this chapter which talks about the purposes and the benefits of this research. The last of this chapter is outline which the researcher writes about what the researcher is going explain in every chapter.

The second chapter is for the literature review. Here, the researcher puts some articles related to the title. From those articles, the researcher is able to read some theories about the topic and it helps the researcher find the result because the theories are coming from experts. The literature review reviews the definition, types, and advantages of error correction.

The third chapter is about the methodology of the research. This chapter includes the methodology that the researcher uses to gather the data and the researcher mentions the population and sample. In this methodology, the researcher explains why the researcher uses that methodology and how the researcher gathers the data.

The fourth chapter talks about finding and discussion. After collecting the data, the researcher directly finds the findings and discusses it in this chapter. By putting some experts' quotes and relating it with the finding of this research, the researcher explains the result clearly.

Last chapter or chapter five explains about conclusion and recommendation. Conclusion of this research can be started from the purpose of the research, setting, participant, method, and result. Besides, this chapter also provides recommendation for students, teachers, and institution.