

ABSTRACT

Harendita, Monica Ella. (2009). *Errors in the English Question Formations Made by Microteaching Class Students*. Yogyakarta: Sanata Dharma University.

English questions are often applied by English language teachers to check the students' understanding. Nonetheless, as most of English language teachers in Indonesia are also EFL learners, they may produce ungrammatical questions. It becomes contrary to the fact that teachers should be models who are to give correct examples to the students. Therefore, it turns out to be favourable to figure out errors in English question formations as well as to find out the causes for the errors.

There were three research questions presented in this study: (1) What kinds of error do the participants make in forming grammatical English questions? (2) Why do the participants make errors in forming grammatical English questions? (3) What are possible recommendations to improve the production of grammatical English question forms?

In order to answer those three research questions, the writer conducted a document analysis and an interview. The document analysis aimed at finding out the errors in English questions formations made by the participants, who were Microteaching Class students of English Language Education Study Program of Sanata Dharma University in 2008/2009 academic year. The documents were the video transcriptions of the participants' teaching performances. The errors found were then classified into several categories based on surface strategy taxonomy. Afterward, the interview was carried out to discover the reasons why the participants made the errors and to help the writer propose possible recommendations to improve the production of grammatical English questions.

From the data gathered, the findings showed that most of the errors belonged to omission category (30.8%), and were subsequently followed by misordering (26.2%), uninverted forms (21.3%), misformation (12.1%), and addition (9.5%). The interview revealed three major causes which made the participants make errors, namely focus on fluency, nervousness, and lack of knowledge of English grammar. After figuring out the errors and their causes, there were two possible recommendations that the writer would like to propose in order to improve the production of grammatical English questions, namely practices and classroom error correction. Furthermore, the writer also offered suggestions addressed to students, teachers, and other researchers who also have an interest in this topic.

Keywords: *errors, question formations, Microteaching class*

ABSTRAK

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Kalimat tanya sering digunakan oleh para guru untuk mengetahui sejauh mana siswa memahami materi. Namun, karena kebanyakan guru Bahasa Inggris di Indonesia juga mempelajari Bahasa Inggris sebagai bahasa asing, ada kemungkinan mereka memproduksi kalimat tanya dalam Bahasa Inggris yang salah. Karena guru diharapkan menjadi contoh bagi siswa, kesalahan dalam penyusunan kalimat tanya berikut penyebabnya menjadi berguna untuk dipelajari.

Ada tiga pertanyaan dalam penelitian ini: (1) Kesalahan apa yang dibuat partisipan dalam menyusun kalimat tanya dalam Bahasa Inggris? (2) Mengapa partisipan membuat kesalahan dalam menyusun kalimat tanya dalam Bahasa Inggris? (3) Apa rekomendasi yang mungkin diberikan untuk meningkatkan produksi kalimat tanya yang benar?

Untuk menjawab ketiga pertanyaan tersebut, penulis melakukan analisa dokumen dan wawancara terhadap siswa kelas Pengajaran Mikro (*Microteaching*) tahun ajaran 2008/2009 di Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma. Dokumen yang dianalisa merupakan transkrip dari video rekaman siswa pada saat berlatih mengajar. Kesalahan-kesalahan yang ditemukan kemudian dikategorikan berdasarkan *surface strategy taxonomy*. Kemudian, wawancara dilakukan untuk mengetahui mengapa siswa membuat kesalahan. Selain itu, data yang didapat melalui wawancara dapat berguna bagi penulis dalam memberikan rekomendasi untuk meningkatkan produksi kalimat tanya yang benar.

Hasil analisa data menunjukkan bahwa kebanyakan kesalahan yang ditemukan termasuk dalam *omission category* (30.8%), kemudian diikuti dengan *misordering* (26.2%), *uninverted forms* (21.3%), *misformation* (12.1%), dan *addition* (9.5%). Hasil wawancara menunjukkan bahwa fokus dalam kelancaran berbicara, *groggi*, dan kurangnya pemahaman akan tata Bahasa Inggris menjadi faktor yang menyebabkan siswa membuat kesalahan. Setelah mengetahui kesalahan dan penyebabnya, penulis memberikan dua rekomendasi supaya produksi kalimat tanya yang benar meningkat, yaitu latihan dan koreksi. Selain itu, penulis juga memberikan saran kepada murid, guru, maupun peneliti lainnya yang juga tertarik pada bidang ini.

Kata kunci: *kesalahan, susunan kalimat tanya, kelas Pengajaran Mikro*