

## ABSTRACT

Kartikasari, Fransiska Novi (2012). *Syntactic and Morphological Errors Analysis in Spoken English of Micro Teaching Students of the Academic Year 2010/2011*. Yogyakarta: Sanata Dharma University.

One aspect to show quality in the mastery of English is grammar accuracy. As mentioned in *Write Well, Improving Writing Skills*, Bram (1995) mentions that English Department students must follow the rules of English standard and avoid making any grammatical errors whenever they speak or write (p. 54). However, in the learning development itself, ELESP students as members of English department often produce ungrammatical utterances. Contrastively, as English teachers, they are supposed to grasp the knowledge of English grammar and to be models of responsible English users; that is to use it accurately, appropriately, and meaningfully. Therefore, it is essential to find out some types of errors they produce as well as the possible sources of errors.

There were two research questions presented in this research, namely (1) what are the types of syntactic and morphological errors produced by Micro Teaching students of the academic year 2010/2011? and (2) what are the possible causes of errors made by Micro Teaching students of the academic year 2010/2011?

In order to answer those two questions, the researcher conducted document analysis to find out the errors made by the respondents. The documents were the 19 respondents' teaching transcripts. The errors found were then classified into several categories based on the *linguistic category taxonomy*, where the errors were classified according to the language components, and then check-listed into the four classifications of sources of errors proposed by Richards (1977), which are overgeneralization, incomplete application or rules, ignorance of rules restriction, and false hypothesized concept.

From the data gathered the biggest share went for word formation and consecutively followed by the auxiliary system, English sentence structure, prepositions, transformations, conjunctions, passive sentences, dan gerund and infinitive. The checklist revealed that a major cause of errors belonged to incomplete application of rules, where most of the errors were due to the missing of language elements belonging to both lexical categories and functional categories. This fact showed that the syntactic and morphological errors which the respondents produced were in a positive learning; according to Richards (1974), errors belonging to this category represent the degree of their learning to produce grammatical constructions. After finding out the errors and the possible sources of errors, the researcher proposed some recommendations to lecturers, students, and further researchers who are interested in this topic.

Keywords: errors, spoken English, Micro Teaching

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*Kualitas penguasaan Bahasa Inggris salah satunya ditentukan oleh ketepatan penggunaan grammar. Seperti yang tertulis dalam buku Write Well, Improving Writing Skills, Bram (1995) menyatakan bahwa siswa jurusan Bahasa Inggris harus menggunakan Bahasa Inggris sesuai aturan standar serta menghindari membuat kesalahan gramatikal ketika berbicara maupun menulis. Seiring dengan perkembangan pembelajarannya, mahasiswa Pendidikan Bahasa Inggris (PBI) sebagai anggota dari jurusan bahasa sering memproduksi pola ucapan yang tidak gramatikal. Padahal, sebagai guru Bahasa Inggris, mereka diharapkan mampu untuk menjadi model pengguna Bahasa Inggris yang bertanggung jawab, yakni dengan menggunakan Bahasa Inggris secara tepat, akurat, dan bermakna. Oleh karena itu, beberapa tipe kesalahan yang muncul berikut penyebabnya menjadi penting untuk dipelajari.*

*Ada dua pertanyaan dalam penelitian ini, yakni (1) Tipe-tipe kesalahan dalam sintak dan morfologi apa saja yang muncul saat siswa melakukan praktek mengajar mikro? dan (2) Apa penyebab terbesar kesalahan grammatical yang muncul saat siswa melakukan praktek mengajar mikro?*

*Untuk menjawab kedua pertanyaan tersebut, peneliti melakukan analisa dokumen. Hal ini bertujuan untuk mencari tahu kesalahan yang dibuat oleh responden. Dokumen tersebut berupa transkrip rekaman praktek mengajar dari 19 mahasiswa. Kesalahan yang ditemukan kemudian dikategorikan berdasarkan linguistic category taxonomy, dimana peneliti dapat mengklasifikasikan kesalahan berdasarkan komponen-komponen bahasa, dan jga dikategorikan kemudian berdasarkan keempat klasifikasi penyebab kesalahan oleh Richards (1977).*

*Berdasarkan data yang diperoleh, kesalahan terbesar masuk dalam kategori word formation, dan secara berurutan diikuti oleh auxiliary system, English sentence structure, prepositions, transformations, conjunctions, passive sentences, dan gerund and infinitive. Hasil dari checklist menunjukkan bahwa penyebab kesalahan terbesar adalah incomplete application of rules, yakni hilangnya salah satu elemen bahasa yang masuk dalam kategori leksikal and fungsional. Kenyataan ini menunjukkan bahwa kesalahan responden merupakan suatu wujud pembelajaran positif. Menurut Richards (1974), keberadaan ini mengindikasikan suatu peningkatan pembelajaran untuk dapat menghasilkan pola ucapan yang gramatikal. Setelah mengetahui kesalahan yang muncul berikut penyebabnya, peneliti mengajukan beberapa rekomendasi bagi pengajar, mahasiswa, serta peneliti lain yang tertarik pada bidang ini.*

**Kata kunci:** errors, spoken English, Micro Teaching