AN ERROR ANALYSIS OF THE TEACHERS’ SPOKEN LANGUAGE IN THE MATHEMATICS TEACHING-LEARNING PROCESS AT DESIGNATED INTERNATIONAL RATING SCHOOL

(A Descriptive Study at SMP Negeri 1 Boyolali in the Academic Year of 2011/2012)

Written by:
KRIANA KARTIKASARI
K2205013

A THESIS

Submitted to the Teacher Training and Education Faculty of Sebelas Maret University to Fulfill One of the Requirements for Getting the Undergraduate Degree of Education in English

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2013
ABSTRACT


This study investigates the spoken language errors of the mathematics teachers of Designated International Rating School. It aims to find the types of errors, the frequency of errors, and the sources of errors that the mathematics teachers made in their spoken language during mathematics teaching learning-process.

The research method employed in this study is descriptive research. The study was carried out at SMP Negeri 1 Boyolali in May 2012. The data sources of this research are recorded audios of the mathematics teachers’ spoken language and their transcriptions. In collecting the data, the writer uses recording technique. The writer is present as a passive participant in the research setting that is the classroom where the research subjects teach the mathematics lesson. The writer follows and records all the mathematics teachers’ spoken language from the beginning till the end of the mathematics lesson. All recorded audios are transcribed and coded into Teacher A, B, C, and D. Then, they are analyzed using Corder’s procedures of error analysis to identify which utterances containing errors, the errors types, the errors frequency, and the errors sources.

The results of the data analysis show that the most errors type committed by the mathematics teachers is grammatical errors, and followed by phonological errors and lexical errors. The grammatical errors cover errors in article, noun-verb formation, noun word order, possessive pronoun, relative pronoun, third person singular verb, plural noun marker, preposition, parallelism, passive voice, subject-verb agreement, tenses, interrogative sentence, imperative sentence, and sentence components. In phonological errors, the mathematics teachers pronounce the segmental phonemes of the target language incorrectly. In lexical errors, the mathematics teachers choose some inappropriate diction in their speech. For the errors sources, the sources of grammatical errors are mainly caused by simplification. All the phonological errors done are resulted from the mathematics teachers’ first language interference. Meanwhile, the causes of lexical errors are mostly caused by false concept hypothesized.

Key words: spoken language errors, linguistic taxonomy, bilingual mathematics teachers.
APPROVAL

This thesis has been approved by the consultants to be examined by the board of thesis examiners of the English Department of Teacher Training and Education Faculty, Sebelas Maret University.

First Consultant
Dr. Abdul Asib, M. Pd.
NIP. 19520307 198003 1 005

Second Consultant
Teguh Sarosa, S. S., M. Hum.
NIP. 19730205 200604 1 001
APPROVAL OF THE BOARD OF EXAMINERS

This thesis has been examined by the Board of the Thesis Examiners of the English Education Department of Teacher Training and Education Faculty of Sebelas Maret University Surakarta and has been approved as fulfillment of the requirement for obtaining the Undergraduate Degree in English Education.

Day :
Date :

Board of Examiners:
1. Chairman
   Endang Setyaningsih, S.Pd,M.Hum
   NIP 19800513 200312 2 002

2. Secretary
   Drs. Martono, M.A.
   NIP 19600301 198803 1 004

3. Examiner I
   Dr. Abdul Asub, M. Pd.
   NIP 19520307 198003 1 005

4. Examiner II
   Teguh Sarosa, S. S., M. Hum.
   NIP 19730205 200604 1 001

Teacher Training and Education Faculty
Sebelas Maret University
The Dean,

Prof. Dr. H. Muhammad Furqon Hidayatullah, M. Pd
NIP 19600727 198702 1 001
MOTTO

لا تخزن إن الله معنا

(Jangan bersedih, sesungguhnya Allah bersama kita)

The future doesn’t just happen,
It is shaped and modeled by our actions
by David Marsh

Sbagliando S’impara
(We learn through our mistakes)
DEDICATION

This thesis is wholeheartedly dedicated to:
okaasan to otoosan to imooto
donna atashi wo aishitekureru
konna atashi wo shinjitekureru
itsumo soba ni itekurete
arigatou

commit to user
ACKNOWLEDGMENT

Alhamdulillah. All praises be to Allah, the most Gracious, the most Merciful, who without His guidance and blessing, the writer is unable to finish this thesis. Through this thesis, the writer gets invaluable experiences about life, friendship, and trust. The writer realizes that this study would not be completed without sincere contribution, obstinate support, and unconditional love from many people. Therefore, the researcher wants to express her deepest gratitude to:

1. The Dean of Teacher Training and Education Faculty, the Head of Art and Language Education Department, and the Head of English Education Department, who have given approval and permission to the writer to write her thesis.

2. Drs. Martono, M. A. as her academic consultant, who has guided and taken good care of English department students ’05.

3. Dr. Abdul Asib, M. Pd. as the first consultant and Teguh Sarosa, S. S., M. Hum. as the second consultant, who have been willing to give guidance and advice from the beginning of the thesis writing up to the completion of it.

4. Mrs. Lisning as the headmaster and Mr. Heru as the vice principal of SMP Negeri 1 Boyolali who have permitted the writer to conduct this thesis in SMP Negeri 1 Boyolali.

5. Mr. Jaswanto, Mr. Tri, Mrs. Priyatiningsih, and Mrs. Wulan as the mathematics teachers and Mrs. Surati Aningsih as the administer of SMP Negeri 1 Boyolali who have helped the writer in doing the research.

6. Her late beloved ojiichan, lovely haha, otoosan, and imooto for their never ending support, love, and belief to the writer.


8. My friends in Tisanda 1, Mb Fetty, Nunung, Ata, Lia, Luphita, Dhani, and Ida for their warmth and wise advices.

9. All of English Department students ’05 for their support and prayer.
The writer realizes that this thesis still needs constructive criticism and suggestion from the readers in order to make it perfect. And, hopefully this research can be useful for those who are interested in such study.

Surakarta, April 2013

Neechan desu
PRONOUNCEMENT

Name : Kriana Kartikasari
NIM : K2205013

I hereby state wholeheartedly that I write the thesis entitled “An Error Analysis of the Teachers’ Spoken Language in the Mathematics Teaching-Learning Process at Designated International Rating School”. It is not a plagiarism nor made by others. The things related to other people’s works are written in quotation and included in bibliography.

If it is then proved that I cheat, I am ready to take the responsibilities, including the withdrawal of my academic degree.

Surakarta, April 2013

Kriana Kartikasari
TABLE OF CONTENT

TITLE OF PAGE ....................................................................................................... i
ABSTRACT ........................................................................................................... ii
APPROVAL ........................................................................................................... iii
LEGALIZATION ................................................................................................... iv
MOTTO ................................................................................................................ v
DEDICATION ....................................................................................................... vi
ACKNOWLEDGEMENT ..................................................................................... vii
PRONOUNCEMENT ........................................................................................... ix
TABLE OF CONTENT ....................................................................................... x
LIST OF ACRONYMS ......................................................................................... xii
LIST OF TABLES .................................................................................................. xiii
LIST OF APPENDICES ....................................................................................... xv
CHAPTER I: INTRODUCTION ............................................................................. 1
A. Background of the Study .............................................................................. 1
B. Limitation of the Problem ........................................................................... 6
C. Problem Statements ..................................................................................... 6
D. Objectives of the Study ............................................................................... 7
E. Benefits of the Study ................................................................................... 7
CHAPTER II: THEORETICAL REVIEW .............................................................. 8
A. Designated International Rating School ..................................................... 8
   1. Content and Language Integrated Learning ........................................... 8
   2. Designated International Rating School ............................................. 10
B. Teaching Mathematics through English ................................................... 13
C. Teachers’ Spoken Language ....................................................................... 15
   1. The Nature of Teachers’ Spoken Language ....................................... 15
   2. The Dimensions of Speaking Skill ..................................................... 17
D. Error Analysis ............................................................................................ 19
   1. The Notion of Error Analysis ............................................................. 19
2. Significance of Errors ................................................................. 20
3. Types of Errors ................................................................. 21
4. Sources of Errors ................................................................. 24
5. Procedures of Error Analysis ................................................................. 26

CHAPTER III: RESEARCH METHODOLOGY .................................................. 30
A. Research Method ................................................................. 30
B. Research Setting ................................................................. 31
C. Research Subject ................................................................. 31
D. Data Sources ................................................................. 31
E. The Technique of Data Collection ................................................................. 31
F. The Technique of Data Analysis ................................................................. 32

CHAPTER IV: RESULT OF THE STUDY ................................................. 33
A. Identification of Errors ................................................................. 33
B. Description of Types of Errors ................................................................. 33
C. Errors Frequency ................................................................. 54
D. Explanation of Sources of Errors ................................................................. 57

CHAPTER V: CONCLUSION AND SUGGESTION ................................................. 74
A. Conclusion ................................................................. 74
B. Suggestion ................................................................. 78

BIBLIOGRAPHY ........................................................................ 80

APPENDICES ........................................................................ 82

commit to user
LIST OF ACRONYMS

CLIL : Content and Language Integrated Learning
CBI : Content Based Instruction
EA  : Error Analysis
EME : English Medium Education
LAC : Language Across Curriculum
RSBI : Rintisan Sekolah Bertaraf Internasional (Designated International Rating School)
SLA : Second language Acquisition
L1  : First Language
L2  : Second Language
NS  : Native Speaker
NNS : Non-Native Speaker
GE  : Grammatical Errors
LE  : Lexical Errors
PE  : Phonological Errors
OG  : Overgeneralization
S   : Simplification
IGR : Ignorance of Rule Restrictions
INR : Incomplete Application of Rules
FCH : False Concept Hypothesized
TA1 : Teacher A’ First Recording
TB1 : Teacher B’ First Recording
TC1 : Teacher C’ First Recording
TD1 : Teacher D’ First Recording
LIST OF TABLES

Table 1. Grammatical Errors in Article ................................................................. 34
Table 2. Grammatical Errors in Imperative Sentence ............................................. 36
Table 3. Grammatical Errors in Interrogative Sentence ......................................... 38
Table 4. Grammatical Errors in Noun-Verb Formation .......................................... 40
Table 5. Grammatical Errors in Noun Word Order ............................................... 41
Table 6. Grammatical Errors in Preposition ......................................................... 42
Table 7. Grammatical Errors in Parallelism ............................................................ 43
Table 8. Grammatical Errors in Passive-Active Voice ........................................... 43
Table 9. Grammatical Errors in Subject-Verb Agreement ....................................... 44
Table 10. Grammatical Errors in Plural Noun Marker ............................................ 45
Table 11. Grammatical Errors in Third Person Singular Verb .................................. 46
Table 12. Grammatical Errors in Tenses .................................................................. 47
Table 13. Grammatical Errors in Possessive Pronoun ............................................. 48
Table 14. Grammatical Errors in Relative Pronoun ............................................... 48
Table 15. Grammatical Errors in Sentence Components ......................................... 49
Table 16. Lexical Errors .......................................................................................... 51
Table 17. Phonological Errors ................................................................................ 52
Table 18. The Mathematics Teachers’ Spoken Language Errors Frequency ............ 54
Table 19. The Mathematics Teachers’ Spoken Language Errors Percentage ........... 55
Table 20. Overgeneralization in Sentence Components ........................................... 57
Table 21. Overgeneralization in Imperative Sentence ............................................. 58
Table 22. Overgeneralization in Interrogative Sentence ......................................... 58
Table 23. Overgeneralization in Parallelism ............................................................ 58
Table 24. Overgeneralization in Lexical Errors ....................................................... 59
Table 25. Overgeneralization in Lexical Errors ....................................................... 59
Table 26. Simplification in Tenses .......................................................................... 60
Table 27. Simplification in Imperative Sentence .................................................... 60
Table 28. Simplification in Article ........................................................................... 60
Table 29. Simplification in Article ................................................................. 61
Table 30. Simplification in Preposition ......................................................... 62
Table 31. Simplification in Plural Noun Marker .............................................. 62
Table 32. Simplification in Third Person Singular Verb .................................... 63
Table 33. Simplification in Sentence Components ........................................... 63
Table 34. Incomplete Application of Rules in Interrogative Sentence ............... 64
Table 35. Incomplete Application of Rules in Interrogative Sentence ............... 64
Table 36. Ignorance of Rule Restrictions in Article ........................................ 65
Table 37. Ignorance of Rule Restrictions in Article ........................................ 66
Table 38. Ignorance of Rule Restrictions in Preposition ................................. 66
Table 39. Ignorance of Rule Restrictions in Imperative Sentence ..................... 68
Table 40. Ignorance of Rule Restrictions in Lexical Errors ............................. 68
Table 41. False Concept Hypothesized in Sentence Components ...................... 69
Table 42. False Concept Hypothesized in Tenses ........................................... 69
Table 43. False Concept Hypothesized in Lexical Errors ................................. 70
Table 44. False Concept Hypothesized in Lexical Errors ................................. 70
Table 45. First Language Interference in Noun Word Order ............................. 71
Table 46. First Language Interference in Lexical Errors .................................. 72
Table 47. First Language Interference in Phonological Errors .......................... 73
LIST OF APPENDICES

Appendix 1. Transcription of Mathematics Teachers’ Recorded Audios ..... 83
Appendix 2. List of Mathematics Teachers Erroneous Utterances ............... 173
Appendix 3. Types and Sources of Mathematics Teachers’ Errors ............... 192
Appendix 4. Letters of Permission .......................................................... 216