

ABSTRACT

ASTI RAMADHANI ENDAH LESTARI. 2010. CORRECTION OF GRAMMATICAL MISTAKES IN CLASSROOM INTERACTION AT FIRST YEAR CLASSES OF ED UNJ

This study had been conducted since November 2009 and Finished at January 2010 in Jakarta. The aims of the study was to describe the grammatical mistakes occurred at the first year classes of English Department of State University of Jakarta and to investigate the correction of those grammatical mistakes. The low scores of English Grammar 1,2 and 3 classroom shows that there are still many grammatical mistakes made by the students at the first year classes of English Department of UNJ. One of the ways to prevent this condition is by giving correction when the students made grammatical mistakes. There are some types of correction of grammatical mistakes that can be used by the teacher, but not all types of correction make sense to students. Therefore, this study tried to analyze the correction of grammatical mistakes made by the students at the first year classes of ED UNJ. This study used a case study as a method. It used non-participant observation as the instrument of the study. There are six classes were being observed in this study; Listening 1, Speaking 1, Reading 1, Writing 2, Vocabulary, and Introduction to Language. Each of those classes was being observed more than five times, total of the data sources is 39 classroom activities. The result of this study shows that students at the first year classes of ED UNJ made grammatical mistakes mostly in number (26.85%) and tense (21.30%), while the students did not make mistakes in definiteness. It also shows that most teachers of English Department of State University of Jakarta are aware to students' grammatical mistakes since more than 50% of the mistakes were corrected by the teacher. The result of this study also shows that the type of correction mostly used by the teacher of English Department of State University of Jakarta is recasts as much as 37.68%, followed by explicit correction with 24.64%, clarification requests with 15.94%, elicitation 10.14%, metalinguistic correction with 8.7%, and repetition 2.9%.

Keywords: Grammatical Mistakes, Correction of Grammatical Mistakes, Classroom Interaction