



**THE ANALYSIS OF MORPHOLOGICAL ERRORS MADE BY THE VIII GRADE
STUDENTS IN WRITING A DESCRIPTIVE PARAGRAPH AT SMPN 4 JEMBER IN
THE 2013/2014 ACADEMIC YEAR.**

THESIS

By

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
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**Proposed to Fulfill One of the Requirements to Obtain the Degree of S1 at
the English Education Program, Language and Arts Department, Faculty of
Teacher Training and Education, Jember University**

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2014**

DEDICATION

This thesis is honorably dedicated to my beloved parents, brother and sister and friends

MOTTO

*The proper route to an understanding of the world is an examination of our errors
about it.*

(Errol Morris)

STATEMENT OF THESIS AUTHENTICITY

I certify that this research is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed

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CONSULTANT APPROVAL

THESIS

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9. The VIII grade students of SMPN 4 Jember in the 2013/2014 Academic Year.

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, Mei 2014

The Writer

TABLE OF CONTENT

	Page
TITLE PAGE	i
DEDICATION.....	ii
MOTTO	iii
STATEMENT OF THESIS AUTHENTICITY	iv
CONSULTANTS' APPROVAL	v
EXAMINERS' APPROVAL.....	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT.....	viii
THE LIST OF TABLES	xi
THE LIST OF APPENDICES	xii
SUMMARY	xiii
CHAPTER I. INTRODUCTION.....	1
1.1 Background of the Research	1
1.2 Problems of the Research	3
1.3 Objectives of the Research	3
1.4 Significances of the Research	3
1.4.1 The English Teachers.....	3
1.4.2 The Students.....	4
1.4.3 The Other Researchers	4
CHAPTER II. REVIEW OF RELATED LITERATURE	5
2.1 The Concept of Errors	5
2.2 The Differences between Errors and Mistakes	6
2.3 Surface Strategy Taxonomy	7
1. Omission	7
2. Addition	8
3. Misformation.....	9
4. Misordering.....	9

2.4 The Study of Morphology	9
2.4.1 The Definition of Morphology.....	10
2.4.2 The Concept of Morphemes.....	10
2.4.3 The Word Structure in Morphological Process.....	11
2.4.3.1 Affixation Process in Derivational and Inflectional Morphemes.....	11
2.5 The Object of Morphological Errors Analysis	14
2.5.1 Possessive ('s) Inflection Errors.....	15
2.5.2 Plural Inflection Errors.....	16
2.5.3 Third Person Singular Verb Inflection Errors.....	17
2.5.4 Past Tense Inflection Errors	18
2.5.5 Present Participle Inflection Errors	19
2.5.6 Past Participle Inflection Errors	21
2.5.7 Comparative Inflection Errors	22
2.5.8 Superlative Inflection Errors	23
2.5.9 Derivational Morpheme Errors	24
2.6 The Definitions Writing	26
2.6.1 Aspect of Writing.....	27
2.7 Descriptive Paragraph Writing	28
2.7.1 The Parts of Descriptive Paragraph.....	28
CHAPTER III. RESEARCH METHODOLOGY	30
3.1 Research Design	30
3.2 Area Determination Method	31
3.3 Respondents Determination Method	32
3.4 Data Collection Method	33
3.4.1 Writing Test	33
3.4.2 Supporting Data	34
a. Interview	34
b. Documentation.....	34
3.5 The Steps of Data Analysis	35
3.5.1 Collecting Error Data	35

3.5.2 Identifying Error Data.....	35
3.5.3 Tabulating the Error Data.....	37
3.5.4 Classifying and Explaining the Error Data	37
3.5.5 Counting the Error data.....	37
CHAPTER IV. RESULT, DATA ANALYSIS AND DISCUSSION.....	39
4.1 The Results of Writing Test	39
a. Identifying Data of Morphological Errors.....	40
b. Tabulating the Error Data	43
c. Classifying and explaining the Error Data	43
d. Counting The Error Data	44
4.1.2 The Results of Interview	46
4.1.3 The Results of Documentation.....	48
4.2 Discussion.....	48
CHAPTER V. CONCLUSIONS AND SUGGESTIONS.....	52
5.1 Conclusions	52
5.2 Suggestions.....	54
5.2.1 For the English Teacher	54
5.2.2 For the Students	54
5.2.3 For the Future Researchers	54
REFERENCE	55
APPENDICES	58

THE LIST OF TABLES

List of Tables	Page
1. The Differences Between Errors and Mistakes	6
2. The Number of the Population and the Samples Taken by Using Proportional Random Sampling by Lottery class	33
3. The Identification of Morphological Errors Based on Surface Strategy Taxonomy ...	36
4. The Tabulation of the Frequency of Morphological Errors	37
5. The Total Number of Errors Based on the Categories of Surface Strategy Taxonomy	41
6. The Types and the Frequency of Morphological Errors Made by the Students	44
7. The Percentage of Each Type of Morphological Errors in Writing a Descriptive Paragraph	46

THE LIST OF APPENDICES

	Page
A. Research Matrix	59
B. Interview Guide	61
C. The Names of the Research Respondents	63
D. Identification Table	65
E. The Tabulation of Morphological Error Classification	74
F. Permission Letter for Conducting Research from the Faculty of Teacher Training and Education of Jember University	77
G. Examples of Students' Writing Test Sheets	78
H. Students' Work.....	79

SUMMARY

The Analysis of Morphological Errors Made by the VIII Grade Students in Writing a Descriptive Paragraph at SMPN 4 Jember in the 2013/2014 Academic Year. Yusuf Wibisono, 100210401121; 2014: 85 Pages; English Educational Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember Univesity.

English as an international language has influenced the education system in Indonesia, and Indonesian students have been learning English since they were in elementary schools or even in kindergartens. English also becomes the compulsory subject that is used to control the passing and the graduation requirement for the students in Indonesian. In fact, most of Indonesian students rarely use spoken and written English outside the classroom. As a result, the students often make some errors in their speaking or writing. In the case of writing for instance, the students need well knowledge and hard thinking when they produce words, sentences, and paragraph at the same time with good English grammatical which is more complicated than Indonesian grammar. Some errors are made when the students do not understand well about the English grammar especially in writing. Yet, sometimes the teacher was not aware about students' errors that made them make errors repeatedly because they do not have knowledge to know where the errors are located in their writing.

This research was a descriptive quantitative research that was limited on the production of student's morphological errors made by the VIII grade students in writing a descriptive paragraph at SMPN 4 Jember. The purpose of this research were to describe types of morphological errors were made by the second grade students of SMP 4 Jember, the percentage of each type of morphological errors in writing a descriptive paragraph made by the VIII grade students of SMP 4 Jember and the most morphological errors made by the VIII grade students of SMP 4 Jember. The sample of this research was taken 15% from six classes of VIII grade students, in which each

classes consists of 28 – 31 students. It was done through proportional random sampling by using lottery. Thus, the number of the samples taken was 30 students.

There were three ways of data collection method applied in this research. They were, writing test, interview, and documentation. Furthermore, there were some steps applied in analyzing the errors in this research: (1) collecting error data, (2) identifying error data, (3) tabulating the error data, (4) classifying and explaining the error data, and (5) counting the error data.

The result of the data showed that the VIII grade students of SMPN 4 Jember in the 2013/2014 academic year made morphological errors in the category of morphological inflection errors, namely: (1) possessive inflection errors as many as 22 errors (20.00%), (2) plural inflection errors as many as 18 errors (16.36%), (3) the third person singular verb inflection errors as many as 44 errors (40.00%), (4) present participle inflection errors as many as 16 errors (14.54%), (5) comparative inflection errors as many as 1 error (0.90%), (6) superlative inflection errors as many as 1 error (0.90%), and (7) derivational morpheme errors as many as 8 errors (7.27%). And, the most morphological error made by the students in their paragraph writing was the third person singular verb inflection errors as many as 44 errors or 40.00% of the whole errors.

In addition, it could be said that the students still made some morphological errors in their descriptive paragraph writing. These errors might happen because the teacher did not apply appropriate teaching technique during teaching and learning process at school aside conventional method. Then, the students made errors repeatedly because they do not have knowledge to know where the errors were located and finally the students made errors in their writing continually. Therefore, the English teachers should give the students more practice in writing to develop the students' writing skill by applying the structure that has been learned. The teachers can maximize the use of good facilities provided in the school to give more interesting and challenging exercises or experiences in writing English to the

students, such as writing a short story by using multimedia facilities. The teacher can also give remedial teaching, especially the materials that deal with descriptive writing and morphological aspect, so that the students can comprehend the material fully and improve their writing skill.