



**SURFACE STRATEGY TAXONOMY ANALYSIS OF MORPHOLOGICAL  
ERRORS ON THE EIGHTH GRADE STUDENTS' RECOUNT  
TEXT WRITING AT SMPN 2 NAWANGAN IN THE  
2013/2014 ACADEMIC YEAR**

**THESIS**

By:

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**ENGLISH EDUCATION PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
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**2014**

## **STATEMENT OF THESIS AUTHENTICITY**

I certify that this thesis 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 procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, November 2014

The Writer

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## DEDICATION

*This thesis is honorably dedicated to:*

1. *My beloved parents, Wirtono and Endang Triastuti*
2. *My beloved aunt, Sri Murdayani*
3. *SIAware 22 family*

**MOTTO**

*“You can’t learn without goofing”*  
*(Heidi C. Dulay and Marina K. Burt)*

## CONSULTANTS' APPROVAL

**Surface Strategy Taxonomy Analysis of Morphological Errors on the Eighth  
Grade Students' Recount Text Writing at SMPN 2 Nawangan in the 2013/2014  
Academic Year**

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## APPROVAL OF THE EXAMINATION COMMITTEE

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2. The Chairperson of the Language and Arts Education Department.
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Finally, I expect that this thesis will be useful not only for me but also for the readers. Any constructive critics and valuable suggestion will be fully appreciated.

Jember, November 2014

The Writer



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## SUMMARY

**“Surface Strategy Taxonomy Analysis of Morphological Errors on the Eighth Grade Students’ Recount Text Writing at SMPN 2 Nawangan in the 2013/2014 Academic Year”**; Kusumastuti Dian Pratiwi, 090210401015; 2014: English Education Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, The University of Jember.

This research was conducted to describe the surface strategy taxonomy analysis of morphological errors on the eighth grade students’ recount text writing at SMPN 2 Nawangan in the 2013/2014 academic year. The research problems of this research deal with the eighth grade students’ morphological errors in their recount text writing and the percentage of the morphological errors made by eighth grade students at SMPN 2 Nawangan in their recount text writing.

There were four classes of the eighth grade at the school and the total population of those four was 126 students. In this research, the research respondents were determined by using cluster random sampling by lottery because each class has different schedule of English lesson. Consequently, the researcher followed the schedule used. The main data of this research were collected from the students’ writing test in the form of recount text, while the supporting data were collected by using interview and documentation.

From the data analysis result, it was known that the students made 8 types of morphological errors based on the surface strategy taxonomy. It was found that the number of morphological errors made by the students in their recount text writing based on the surface strategy taxonomy was 73 errors. It covered three types of errors, they were omission errors, addition errors, and misformation errors. the number of each type were 52 omission errors, 10 addition errors, and 11 misformation errors. Those 52 omission errors covered 6 errors of possessive

inflection or 8,22% of the whole errors, 27 errors of plural noun inflection or 36,98% of the whole errors, 17 errors of past tense inflection or 23,29% of the whole errors, and 2 errors of past participle inflection errors or 2,74% of the whole errors. Then, those 10 addition errors covered 2 errors of plural noun inflection or 2,74% of the whole errors, and 8 errors of plural noun inflection or 10,96% of the whole errors. While those 11 misformation errors covered 8 errors of plural noun inflection or 10,96% of the whole errors and 3 errors of past tense inflection or 4,11% of the whole errors.

In conclusion, it is known that the omission errors of plural noun inflection was the most made morphological errors based on the surface strategy in the students' recount text writing. These errors might happen since the system of Indonesian as the students' native language is different from system of English that is the foreign language in Indonesia, especially the system of plurality. Besides, the students' errors might occur since the teacher used conventional method in teaching writing and did not use other media except the book in teaching English. Further, the students' motivation in learning English is insufficient since their belief that consider English is difficult. As a result, the students might bored in learning English in the class and have no motivation in learning English. Therefore, it is better for both teacher and students to be active in solving their English problems