

## **ABSTRACT**

### **MORPHOLOGICAL ERROR IN STUDENTS' WRITING: A CASE STUDY AT THE FIRST YEAR OF SMAN 9 BANDAR LAMPUNG**

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Writing is one of language skills that takes more times and dedication to do because most students get some difficulties to express their ideas, interest, experience and feeling in English. It cannot be denied that some errors will occur in students' writing. This idea is supported by Byrne (1984: 4) that writing is a difficult activity both in mother tongue and in foreign language. It means writing is one of the productivity skills, which is considered difficult especially writing in a foreign language. Thus, errors or mistakes cannot be avoided by the students when they learn writing. By making errors, the students are expected to do some improvement in their learning in the future.

Therefore, the objective of the research was to see whether the students make morphological errors in term of bound morphemes in their writing. This research used descriptive qualitative method. The error analysis is based on two taxonomies; there are surface strategy taxonomy and communicative effect taxonomy. The subjects of the research are one class of the first year students of SMAN 9 Bandar Lampung in the year 2011/2012. The way in choosing the class as the subjects of the research is randomly.

The result of the analysis show that there are 185 items of errors including 151 items in inflectional errors in omission, addition, misformation and misordering types based on Surface Strategy Taxonomy and included derivational error amounting to 34 errors just happened in omission and misformation types. While based on Communicative Effect Taxonomy, the inflectional errors amounting to 282 in local error and 17 in global error and derivational errors amounting to 21 in global errors and no derivational error was found in local error. In general, the most errors made by the students are omission and misformation errors. Since making errors are natural and unavoidable part in English learning process, the teacher may use the students' error as the guidance to evaluate the progress of the students in learning English.