

CURRICULUM VITAE

Tresia Noviyanti is the third child of lovely couple, Saparudin and Ratna Dewi. She was born on November 26th 1989 in Bandar Lampung and has two older brothers and one little sister.

She started her study from TK Darma Wanita Unila in 1994 for one year. Then she enrolled elementary school at SDN 1 Labuhan Ratu and graduated in 2001. In the same year, she continued her Junior High School at SMPN 8 Bandar Lampung. After graduating from Junior High School in 2004, she pursued her study in one of favorite Senior High School in Bandar Lampung, at SMAN 9 Bandar Lampung. She graduated from that school in 2007.

In the same year, she was registered as a S1 degree of English Education study program, teacher training and education faculty (FKIP) of Lampung University through SPMB procedure. In Unila, she was engaged in UKM-U ZOOM (The Students' Photographer of Lampung University) and UKM-U ESO (English Society of Lampung University). She accomplished her Field Practice Program (PPL) at SMPN 8 Bandar Lampung from August to October 2011.

She was the first winner of Scrabble Competition in LIA Contest 2007 and SEC (Sosek English Club) Competition 2009. She was also given some responsibilities of being a committee as well as an adjudicator of several scrabble competitions, she taught as English teacher in some places when she was still in college. She offered her teaching skill to some private institutions. Moreover, she was registered as an English laboratory tutor in Elmo Education placed in YP Mutiara Natar.

DEDICATION

This script is dedicated to remarkable people in my life:

- ♥ My beloved father Saparudin and my lovely, respected and strong mother ever Ratna Dewi who always loves, prays and supports for my success.
- ♥ My older brothers, Agus Ruswandi and Andi Yuliansyah and absolutely my lovely little sister Dina Oktaria for endless love and care.
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- ♥ My unforgettable Almamater, Unila.

MOTTO

**Learning is a relatively permanent change in behavior
due to experience and practice.**

(Jenile Blackstock)

Consistency is the difference between success and failure, just do it.

(twitter: @ihatequotes)

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Finally, the writer welcomes any suggestions and criticisms for the enrichment and development of this script. Hopefully this script will be useful not only for the writer but also for the readers.

Bandar Lampung, July 2012
The Researcher

Tresia Noviyanti

ABSTRACT

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

**BY
TRESIA NOVIYANTI**

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.

Research Title : **MORPHOLOGICAL ERRORS IN STUDENTS
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Student's Name : **Tresia Noviyanti**

Student's Number : 0713042048

Department : Language and Arts Education

Study Program : English Education

Faculty : Teacher Training and Education

APPROVED BY

Advisory Committee

Advisor I

Co-Advisor

Prof. Dr. Patuan Raja, M.Pd.
NIP 196208041989051001

Dra. Hartati Hasan, M.Hum.
NIP 194909281976032001

The Chairperson of
Language and Arts Department

Drs. Imam Rejana, M.Si.
NIP 19480421 197803 1 004

ADMITTED BY

1. Examination Committee

Chairperson : **Prof. Dr. Patuan Raja, M. Pd.**

Examiner : **Dr. Muhammad Sukirlan, M.A.**

Secretary : **Dra. Hartati Hasan, M. Hum.**

2. The Dean of Teacher Training and Education Faculty

Dr. H. Bujang Rahman, M.Si.
NIP 19600315 198503 1 003

Graduated on: July 5th 2012