

ABSTRACT

Ananissa, Ruri Rohmatin. 2016. *Surface Strategy Taxonomy Analysis on the Narrative Text Written by the Ninth Grade Students of Junior High School*. Thesis, English Language Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik. Advisor 1: Dr. Khoirul Anwar, M.Pd, Advisor 2: Ulfatul Ma'rifah, M.Pd

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Surface Strategy Taxonomy is a linguistic descriptive analysis proposed by Dulay et al (1982) which helps teachers analyze students' writing. It consists of omission, addition, misformation, and misordering.

The purpose of this study was to find and describe: (1) the frequency of occurrence of errors made by students' narrative text written of Junior High School, (2) the type of error commonly made by the students, (3) the cause of errors made by the students.

This study used mixed method design, both quantitative and qualitative. Quantitative was conducted from students' narrative text written to see the occurrence of errors happened while qualitative was conducted from interviewing the teacher and the students as supporting data to see the causes of errors. There were 12 students from 30 in the lowest class of ninth grade at SMPN 1 Cerme and also 12 students from 29 in the lowest class of ninth grade at SMPN 2 Cerme. So, there were 24 students as subject of this study.

The results of this study showed that the students made various total of sentences in their written text, so it needs to divide them into three categories of level of achievement. They are high, average, and low achiever. This study showed that all level did errors in four types. There were covered by 113 (14,64%) omission in high, 73 (9,46%) omission in average, and 71 (9,20%) omission in low achiever. Then, addition covered by 38 (4,92%) addition in high, 33 (4,27%) addition in average, and 23 (2,98%) addition in low achiever. Misformation were covered by 146 (18,91%) misformation in high, 114 (14,77%) misformation in average, and 99 (12,82%) misformation in low achiever. Misordering covered by 25 (3,37%) misordering in high, 23 (2,98%) misordering in average, and 13 (1,68%) misordering in low achiever. From those result, the highest percentage of errors was misformation in each level. The most cause of errors was overgeneralization with 30,7%. It was caused by the failed students' understanding for the grammatical rule in writing especially for narrative text. It is recommended for further researcher who wants to conduct a similar research design to use the surface strategy taxonomy theory or another linguistic theory which aims to analyze errors on the other text type.