

## Descriptive Text Writing in the Perspective of Surface Strategy Taxonomy

<sup>1</sup>Mega Mulianing Maharani, <sup>1</sup>Alfian Agung Nugroho\*, <sup>1</sup>Elok Widiyati, <sup>1</sup>Nani Hidayati

<sup>1</sup>English Education Study Program, Faculty of Languages and Communication Science, Universitas Islam Sultan Agung, Indonesia

\*Corresponding Author

Email: [agung.alfiyan@gmail.com](mailto:agung.alfiyan@gmail.com)

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### Abstract

*The purpose of the study was to figure out the types of errors in the perspective of surface strategy taxonomy found in students' descriptive writing. This study employed qualitative research. The population of the study was the tenth graders of SMA Islam Sultan Agung 1 Semarang. The sample of the study was 38 students of the tenth graders of X-IPS 1. They were given a descriptive text writing test. The result of the test were analyzed by using Surface Strategy Taxonomy. It classified the errors into four categories: omission, addition, misinformation, and misordering. The result of the study showed that the total errors were 91 errors. The errors consisted of omission with 38 errors (41.76%), misinformation with 33 errors (36.27%), addition with 14 errors (15.38%), and misordering with 6 errors (6.59%). From the data above, it can be concluded that omission was the most common error made by the students.*

**Keywords:** error; surface strategy taxonomy; descriptive text; writing

### INTRODUCTION

Writing is one of four major skills in English learning alongside listening, speaking, and reading. According to Lestari (2020), writing is an important skill which is used to convey feelings, opinions, and thoughts which is organized systematically in form of text. It is supported by Tarigan et al. (2022) who argue that writing is a productive activity which has important role as a media of delivering feelings, thoughts, and information through sequence of texts. Another idea is expressed by Firdaus and Sunaryo (2013) who state that writing is a media of communication between writer and reader through sentences. It means that the writer shares his/her ideas in form of sentences and the readers get the information by reading it. In a short, writing is an important skill which becomes a media of communication which is used by people to share information, opinions, and thoughts in the form of sentences.

However, writing is also known as the toughest skill to be mastered. According to Husna (2017), writing is the difficult to be mastered by students because they are required to master the other skills such as listening, speaking, reading, grammar, etc. Furthermore, the difference between students' native language's rules and English's language rules which make it difficult for students. In writing, there are some elements which should be considered by students such as vocabulary, spelling, punctuation, and grammar because they can influence the result of students' writing (Ismayanti & Kholiq, 2019). In addition, Tarigan et al. (2022) argue that to compose a good writing, students need to understand about basic competencies in writing such as stating a topic, choosing an appropriate vocabulary, and using a correct grammar to ensure

that the messages of writing can be delivered clearly. Writing is skill which cannot be learned autodidact. Therefore, students need a tough process, take a lot of times, and continued practices to master it (Lestari, 2020). As the result, writing is a complicated skill which needs a deep understanding related to basic competencies of writing such as deciding a topic, selecting suitable words, and using a proper grammar to compose a good writing. Students also need a lot of times to practice, so that they able to improve their writing ability

There are many texts learned by senior high school students. Descriptive text is one of them which should be written well as part of their writing ability (Maharani & Sholikhatun, 2022). In descriptive text, the tenses which is frequently used is simple present tense. According to Nurwanti (2021), simple present tense is a tense which shows an event or action which happens at the moment. It is also used to describe the general truth or facts as well as to express the situation which commonly happens. It is in line with Masruddin (2019) who states that simple present tense is a tense which is used to describe the event or action which always occurs at the moment. As a conclusion, simple present tense is a kind of tenses which has function to express the particular activity or event which is being held at the moment. It is also used to describe a general truth or facts.

In writing, there are some errors which frequently occurred and it can influence the result of writing. Therefore, students need to minimize or even eliminate them. According to Muhsin (2016), error is a fault made by students because they do not understand which the correct one. Therefore, it is hard for them to make correction. Masruddin (2019) states that error is something which is made by students which different from native speaker and they unable to correct their error because they do not recognize their error. Dewi (2019) argues that error which typically made by students who have not understood yet about language system. To analyze errors especially in writing, error analysis is actually needed. In this research, Surface Strategy Taxonomy is considered to analyze the students' error in writing a descriptive text. According to Dulay et al. (1982), surface strategy taxonomy is one of the descriptive classifications usually used to analyze language errors, especially to analyze grammatical errors and writing errors. It is divided into four categories: omission, addition, misinformation, and mis-ordering. In fact, some of students are still confuse to write a descriptive text. They are unable to choose a suitable word and a proper grammar for their writing.

The study written by Masruddin (2019) states that the errors made by the sixth semester students were about word choice. The study written by Nurwanti (2021) state that the type of errors made by the students were on verbs choice. The study written by Fauziah (2022) state that the type of errors which made by students were on verbs choice. Those studies were different with this study in the form of the types of errors produced by students in the perspective of surface strategy taxonomy. Therefore, the objective of this study was to know the most common error made by the students in using simple present tense to write a descriptive text in the perspective of surface strategy taxonomy.

### **Error**

According to Muhsin (2016), error is a fault made by students because they do not understand which the correct one. Therefore, it is hard for them to make correction. Masruddin (2019) states that error is something which is made by students which different from native speaker and they unable to correct their error because they do not recognize their error. Dewi (2019) argues that error which typically made by students who have not understood yet about language system. Syahputri and Masita (2018) state that error is a natural phenomenon which commonly occurred when students learned something for the first time. Error should not be avoided because it is part of learning process. Nurwanti (2021) argue that error is something which appeared because students lack of language competence to recognize which the correct one. As

the conclusion, error is something which can be done in language learning. It is occurred because students do not understand clearly about the language rules of the target language which is being learned. Another factor which causes students make error is the differences between students' native language rules and students' target language rules.

### **Writing**

Writing is one of essential skills in English learning which must be mastered by students. Firdaus & Sunaryo (2013) state that writing is an advance skill which needs a lot of efforts and high concentration because it involves knowledge, idea, and critical thinking ability of students. Writing is an activity of conveying information, messages, and thoughts in clear and coherent language. According to Lestari (2020), writing is an important skill which is used to convey feelings, opinions, and thoughts which is organized systematically in form of text. It is supported by Tarigan, Nurmayana & Damanik (2022) who argue that writing is a productive skill which has important role as a media of delivering feelings, thoughts, and information through sequence of texts which has purpose to persuade or entertain other people. In other words, writing is a complex skill which requires a high-level concentration because it involves some aspects such as intelligence, thoughts, and critical thinking of the students. It is an ability to deliver the ideas through a sequence of words. Another idea is expressed by Firdaus and Sunaryo (2013) who state that writing is a media of communication between writer and reader through sentences. It means that the writer shares his/her ideas in form of sentences and the readers get the information by reading it. Therefore, to make the ideas of the writing is easy to be understood by other people, writer has to deliver it coherently (Duha, 2022). In a short, writing is a complex skill which involves students' knowledge, idea, and critical thinking ability. It is not only process of producing the ideas, but also it is process of arranging the sentence using correct grammatical rules. It also regarded as important skill which has purpose to inform, persuade or entertain people by delivering information, messages, and thoughts which is organized coherently in form of text.

### **Descriptive Text**

Descriptive text is a type of writing which is usually taught from junior high school until university. It is used to give some information about the subject which is being described. Husna (2017) states that descriptive text is a text which gives a visualization of the object which is being described to readers, so that it will make students more engaged with the writing. Ismayanti and Kholiq (2019) define that a descriptive text describes about physical appearances of the object clearly. In a short, descriptive text is meant to give an information about the particular object and it also provides detail characteristic about the object. Another definition comes from Nurwanti (2021) who state that descriptive text is a text which provides a clear information about the object which is being described. The object includes people, animals, places, things, etc. Duha (2022) states that descriptive text is a text which has purpose to share information about particular object. The object may be people, places, animals, and things. It can be concluded that descriptive text is a type of text which is meant to deliver detail information about the particular object which is being described. The object can be people, places, animals and any other thing. The information includes appearance, quality, and characteristic of particular object.

### **Surface Strategy Taxonomy**

According to Dulay, Bert & Krashen (1982), surface strategy taxonomy is one of the descriptive classifications which is usually used to analyze language errors, especially to analyze grammatical errors and writing errors. It is divided into four categories: omission, addition,

misinformation, and mis-ordering. In a short, surface strategy taxonomy is divided into four: omission, addition, misinformation, and disordering.

Omission is characterized by the absence of the items which must be appeared in the complete utterance. In fact, the grammatical morphemes such as noun and verb inflection, articles, preposition, auxiliary verbs become the most items which is omitted by students. For example: Tony is English student. There is an incorrect sentence because the sentence needs an article. So, the correct sentence is Tony is an English student. Addition is the opposite of omission. It is characterized by the presence of an additional item which should not be appeared in the complete utterance. It is divided into three: double marking, regularization, and simple addition. Double Marking happens because the students fail to remove a certain items which are required in linguistic construction. For example: Dina usually go/goes to school at 7 am. It should be Dina usually goes to school at 7 am. Regularization is a type of error where marker that is usually added to linguistic items are mistakenly added to exceptional items of certain classes that do not use markers. For example: Some childs walk together in the park every morning. It should be Some children walk together in the park every morning. Simple Addition is the same as double marking and regularization. There is an item which should not appeared in the utterance. For example: The fishes does not like a cat. It should be The fish does not like a cat.

Misinformation is a type of errors which happens because students use the incorrect form of morphemes or structure. It is divided into three types: regularization, archi-forms, and alternating form. Regularization are those in which a irregular marker is used in place of an regular one. Example: Rina always woke up at 5 am every day. It should be Rina always wakes up at 5 am every day. Archi-form errors are the failure of choosing one form to represent something else. Such as use pronouns to express possessive adjective. For example: He hobby is reading. It should be His hobby is reading. Alternating Form occurs because the failure of choosing a correct verb and grammar. For example: I met Mila in the book store today. It should be I meet Mila in the book store today. While Mis-ordering is a type of errors which is characterized by the incorrect placement of morpheme in an utterance. Example: Rizal wakes up usually at 5 am. It should be Rizal usually wakes up at 5 am.

As conclusion, surface strategy taxonomy is divided into four categories: omission, addition, misinformation, and disordering. Omission is error in which students omitted the particular items which should be included in a sentence. Addition is error in which students add the particular items which should not include in a sentence. It is divided into three: double marking, regularization, and simple addition. Misinformation is error which happened because students unable to use a correct morpheme. It is divided into three: regularization, archi-form, and alternating-form. And the last is disordering, it kind of error occurred because students unable to arrange the sentence orderly.

## **METHOD**

In this research, the researchers used a qualitative research method. A qualitative method was used to identify the students' common error in using simple present tense to write a descriptive text. To identify and describe the errors, researchers used surface strategy taxonomy which proposed by Dulay, Krashen, and Bert in 1982.

## **Respondents**

The population of this research was tenth grade students of SMA Islam Sultan Agung 1 Semarang who has been taught descriptive text. The sample of this research was 38 students which consisted of 11 males, and 27 females.

### Instruments

The instrument which was used in this study was a writing test. It was used to measure students' ability in writing descriptive text as well as to examine students' understanding about simple present tense. Researchers asked students to write a descriptive text about their family in a given paper.

### Procedures

In this study, researchers collected data using a writing test. To collect data, researchers gave a sheet of paper to each student. Before students made a descriptive text, researchers explained about the descriptive text to remind their memory as well as to help them in writing descriptive text. Researchers asked students to write descriptive text with the title "My Family". After students finished their writing, researchers collected their writing. Researchers checked the writing error made by the students. After researchers checked the students' writing, researchers classified their writing error by using surface strategy taxonomy.

### Data analysis

After students finished their writing, researchers identified and classified students' error using Surface Strategy Taxonomy. It is divided into four categories: omission, addition, misinformation, and mis-ordering.

## FINDINGS AND DISCUSSION

From the test, the researchers found that there were some varieties of errors which made by the students in using simple present tense in writing descriptive text. The researchers identified and classified their errors into four categories based on Surface Strategy Taxonomy, those categories were: omission, addition, misinformation, and mis-ordering.

### Omission

Omission is a type of error which happens because students do not put an item which must be appeared in the sentence. The findings are stated in table 1.

Table 1. Omission

No.	Type of Omission	Example
1.	Omission of Article	<ol style="list-style-type: none"><li>1. My mother is ... housewife.</li><li>2. My mother is the best mother. She is ... independent woman.</li><li>3. My mother is the best one. She is ... good woman.</li><li>4. My mother is ... lovely mother.</li><li>5. My Sister likes to make ... journal</li><li>6. My mother is ... perfectionist woman.</li><li>7. My father is ... calm and kind person.</li></ol>
2.	Omission of Linking Verb/To be	<ol style="list-style-type: none"><li>1. My mother ... a lovely mother.</li><li>2. My mother ... the best mother.</li><li>3. My brother's hobby ... drawing pictures</li><li>4. My father's hobby ... reading.</li><li>5. My sister's hobby ... playing games.</li><li>6. My mother's hobby ... cooking.</li><li>7. My father's name ... Budi Santoso.</li><li>8. My brother's name ... Oka.</li><li>9. I have a younger brother. He ... about 14 years old.</li></ol>
3.	Omission of Preposition	<ol style="list-style-type: none"><li>1. My family is the best family. It consists ...</li></ol>

- 4 people.
  2. My family is a small family. It consists ... 5 people.
  3. My family is the best family that I have. It consists ... 5 people.
  4. My family is a happy family. It consists ... 7 people.
  5. My family is a great family. It consists ... 5 people.
  6. I am happy to be a part of my family. My family consists ... 6 people.
  7. My family is a harmonious family. It consists ... 4 people.
  8. My family is a lovely family. It consists ... 3 people.
  9. My family is a complete family. It consists ... 5 people.
  10. My family is a good family. It consists ... 4 people.
  11. My family is a nice family. It consists ... 4 people.
  12. My family is a small family. It consists ... 3 people.
  13. My family is a nice and lovely family. It consists ... 5 people.
  14. My family is a nice and lovely family. It consists ... 4 people.
  15. My family is a great and lovely family. It consists ... 5 people.
  16. My family is a great and lovely family. It consists ... 4 people.
  17. I am happy to have a nice and lovely family. My family consists ... 5 people.
  18. I am happy to have a nice and lovely family. My family consists ... 6 people.
  19. I am so happy with my family. It is a small family. It consist ... 4 people
  20. I am happy to have a nice and lovely family. My family consists ... 4 people.
  21. I am grateful to have a nice and lovely family. My family consists ... 4 people.
  22. I am happy to have a nice and lovely family. My family consists ... 5 people
- 

Article is used to complete a sentence or clause. It is also used to express a singular noun. Based on the finding, it can be seen that some students did not put the article before a singular noun. From example: “My mother is ... housewife”. The word “housewife” is a singular noun, so it needs an article to express that it is a singular. The correct sentence should be: “My mother is a housewife”. As seen in the table above, some students did not put the linking verb in the sentences. Linking verb is needed because it is a compliment. In fact, some students omitted to use a linking verb. For example: “My mother ... a lovely mother”. In this sentence, the linking verb was needed to connect the subject “my mother” to subject complement “a lovely mother”. So, the correct sentence should be: “My mother is a lovely mother”. Another example is: “My father’s name ... Budi Santoso”. In this sentence, the linking verb was needed to describe that

Budi Santoso is the name of his/her father. The correct sentence is: “My father’s name is Budi Santoso”. Based on the table above, there were several students did not use preposition verb correctly. Word “consists” in that sentence must be followed by preposition “of”. For example: “My family is the best family. It consists ... 4 people”. In this sentence, students omitted to put preposition “of” after word “consists”. The correct sentence is: “My family is the best family. It consists of 4 people”. From the data above, some students omitted particular items which should be included in a sentence, such as article, linking verb, and prepositional verb.

**Addition**

Addition is the opposite of omission. It is type of error which occurs because students put additional items which should not be added in the sentence. It is classified into three types: double marking, regularization, and simple addition. Double marking is a type of error which happens because the students fail to remove certain items which are required in linguistic construction. Regularization is a type of error where marker that is usually added to linguistic items are mistakenly added to exceptional items of certain classes that do not use markers. Simple addition is the same as double marking and regularization. There is an item which should not appeared in the utterance. The findings are stated in table 2.

**Table 2.** Addition

No.	Type of Addition	Example
1.	Double Marking	-----
2.	Regularization	-----
3.	Simple Addition	<ol style="list-style-type: none"> <li>1. She is an independent and is lovely mother.</li> <li>2. She is housewife and is lovely mother.</li> <li>3. She is beautiful and is patient woman.</li> <li>4. She is an independent woman and is lovely mother.</li> <li>5. My mother’s cooking is the best and is really delicious.</li> <li>6. My mother’s food is the best and is really delicious.</li> <li>7. She is an independent and is good mother.</li> <li>8. She is an independent and is lovely mother.</li> <li>9. My mother’s cooking is the best and is really delicious.</li> <li>10. The dish that she cooks is good and is delicious.</li> <li>11. The food is good and is really delicious.</li> <li>12. My mother is an independent and is lovely mother.</li> <li>13. My father is a calm and is kind person.</li> <li>14. My father is a strict and is responsible father.</li> </ol>

From the table above, some of students wrote additional linking verb incorrectly. All sentences were parallel sentences. In the parallel sentence, linking word is needed. In fact, some

students made a mistake in writing parallel sentences. For example: “She is an independent and is a lovely mother”. In this sentence, students put the additional linking verb. So, the correct sentence is: “She is an independent and a lovely mother”. This type of errors is called as simple addition error. From the data above, the errors were classified into three types: double marking, regularization and simple addition. From those types, simple addition was the most common error made by the students.

### Misinformation

Misinformation is a kind of error which occurs when students are wrong to use morphemes or structures. It classified into three types: Regularization, archi-form, and alternating form. Regularization is a type of error which happens because students put the irregular marker in place of a regular one. Archi-forms errors are the failure of choosing one form to represent something else. Alternating form is occurs because the failure of choosing a correct verb and grammar. The findings are stated in table 3.

**Table 3.** Misinformation

No.	Type of Misinformation	Example
1.	Regularization	<ol style="list-style-type: none"> <li>1. In the weekend, I and my family usually <u>spent</u> our times by watching movie together in living room.</li> <li>2. My father <u>worked</u> from morning to evening.</li> <li>3. I usually <u>went</u> home late.</li> <li>4. I usually <u>went</u> to school at 6.30 a.m.</li> <li>5. My sister always <u>helped</u> me to do my assignment.</li> <li>6. I often <u>bought</u> some souvenirs when we are on vacation.</li> <li>7. Now, I <u>was</u> in tenth grade in SMA Islam Sultan Agung 1 Semarang.</li> <li>8. My father is the best <u>people</u> in the world.</li> <li>9. My older brother’s name is Dana. He always makes me mad, he is the most annoying <u>people</u>.</li> <li>10. My mother is the best <u>people</u>. She is about 45 years old.</li> </ol>
2.	Archi-form	<ol style="list-style-type: none"> <li>1. My mother is a lovely mother. <u>Here</u> name is Masruroh.</li> <li>2. My father’s name is Faisal. He is about 43 years old. <u>He is</u> hobby is sleeping</li> <li>3. My mother’s name is Siti. She is good woman. She is about 39 years old. <u>She is</u> hobby is cooking.</li> <li>4. My father is about 46 years old. He is a calm and kind father. <u>He is</u> hobby is reading.</li> <li>5. My younger brother is a cute one. He is about 4 years old. <u>He is</u> hobby is playing toys</li> </ol>
3.	Alternating-form	<ol style="list-style-type: none"> <li>1. My mother always <u>cook</u> in early morning</li> </ol>



2. My sister like to talk with the neighbours.
  3. My brother often bully me when I am at home.
  4. My younger brother always make me happy.
  5. My father always help his children when they need a help.
  6. My brother really like to ride with his friends.
  7. My father often play with me in the weekend.
  8. My mother always teach me to remember Allah in any situation.
  9. My younger brother always remind me when I make a mistake.
  10. My older brother always make me annoyed.
  11. My younger brother often bother me when I do my homework.
  12. My older brother usually go hiking in the weekend.
  13. My mother is the best mother. He is about 41 years old.
  14. My mother's name is Nina. He is about 49 years old.
  15. My mother, he is a great woman in my life.
  16. My mother's name is Emi. He is about 32 years old.
  17. My mother is the best woman. He is about 40 years old.
  18. My mother is a lovely mother. Her name is Fauziya. He is about 44 years old.
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From the table above, it can be stated that some students were wrong to write sentences using simple present tense. Simple present tense uses verb 1 which is added with s/es if the subjects are He/She/It/Singular Noun. On the other hand, some students used verb 2 which is commonly used in simple past tense. For example: "I usually went to school at 6.30 a.m.". This sentence is incorrect because students use verb 2. The correct sentence is: "I usually go to school at 6.30 a.m.". This type of errors was classified as regularization error. From the findings, it can be seen that there were few students who wrote the incorrect word form. For example: "My father is the best people in the world". It is incorrect because "people" is plural form. If the subject is a singular, the object should be written in singular too. The singular form of "people" is "person". So, the correct sentence is: "My father is the best person in the world". This error was classified as regularization error. Based on the finding, there were some errors made by the students in using possessive adjective. For example: "My father is about 46 years old. He is a calm and kind father. He is hobby is reading". It is incorrect because the possessive adjective for a male person is "his". The correct sentence is: "My father is about 46 years old. He is a calm and kind person. His hobby is sleeping". Another example is: "My mother's name is Siti. She is a good woman. She is about 39 years old. She is hobby is cooking". It is also incorrect because the possessive adjective for a female person is "her". So, the correct sentence should be: "My mother's name is Siti. She is a good woman. She is about 39 years old. Her hobby is cooking". This error was classified as archi-form error. Pronouns are used to replace nouns. Based on the finding, there were some of students used the incorrect pronoun in their sentences. For example: "My mother's name is Nina. He is about 49 years old". It is incorrect because the subject is female, and the pronoun of female person is "she". So, the correct sentence is: "My mother's name is Nina. She is about 49 years old". This error was classified as

alternating-form error. From the data above, the misinformation errors made by the students were classified into three types: regularization, archi-form, and alternating-form.

### **Mis-ordering**

Mis-ordering is a kind of error which happens because the incorrect placement of a group of morpheme. The findings are stated in table 4.

**Table 4.** Mis-ordering

<b>No.</b>	<b>Example of Mis-ordering</b>
1.	My family, is it a small family. I love my family very much.
2.	I love my my mother food. This is food very delicious.
3.	My brother drawing is amazing. It is picture so wonderful.
4.	My father everyday wakes me up at 5 a.m.
5.	I and my family every weekend go on vacation
6.	My brother every month goes hiking with his friends

From the table above, it can be stated that the sentence: “My family, is it a small family. I love my family very much” is incorrect because the placement of subject was incorrect. So, the correct sentence is: “My family, it is a small family. I love my family very much”. From the table above, it can be stated that students made incorrect placement of adjective. For example: “I love my mother’s food. This is food very delicious”. The placement of adjective “very delicious” was wrong because the position of adjective should be placed before nouns. So, the correct sentence is: “I love my mother’s food. This is very delicious food”. From the data which are presented in the table above, it shows that some students also made the incorrect placement of adverb. For example: “My father everyday wakes me up at 5 a.m.”. It is incorrect because in the simple present tense, the adverb must be placed in the end of sentences. So, the correct sentence is: “My father wakes me up at 5 a.m. every day”. From the data above, some students failed to arrange the sentence orderly. In this case, they failed to put the subject, adjective, and adverb in the right place. As a result, the error was classified into four categories: omission, addition, misinformation, and mis-ordering.

### **Discussion**

After analyzing the data finding, the researchers discuss about the finding of the research. The objective of the research was to figure out students’ error in using simple present tense to write a descriptive text in the perspective of Surface Strategy Taxonomy.

The present study had four categories of errors: omission, addition, misinformation, and mis-ordering. Omission is a type of error which occurs because students omit to put the particular items which should be appeared in utterance. The grammatical morphemes such as noun and verb inflection, articles, preposition, and the auxiliary verb becomes the most items omitted by students. Addition is the opposite of omission which means it is a type of error which occurs because students put the additional items which should not be appeared in the sentence. In this case, students commonly put the additional linking verb in a sentence. Misinformation is a type of error in which students use the incorrect form of morphemes or structure. It is divided into three: regularization, archi-form, and alternating-form. Regularization is a kind of error in which students put the irregular form in place of regular one. Archi-form is the failure of selecting one form to represent something else. Alternating-form is the error which occurs because students unable to choose a correct verb and grammar. From those errors, alternating-form was the most common error made by the students. In this case, students got problem in subject-verb agreement. In this case, students failed to use a correct verb in a sentence. Mis-ordering is a type of error which occurs because students unable to

arrange sentences orderly. In this case, students unable to put the subject, adjective, and adverb in the right place.

## **CONCLUSION**

The objective of the research is to figure out students' error in using simple present tense to write a descriptive text in the perspective of Surface Strategy Taxonomy. The finding of the research showed that students made errors in using simple present tense to write a descriptive text. Their errors were omission, misinformation, addition and mis-ordering. According to the result of the research, the researchers would like to give recommendation for further study. Further researchers can explore more deeply about students' error in other type of writing text. Providing interview to the students can be a good solution to know the reasons why the errors are made.

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