STUDENTS' ERROR IN USING SIMPLE PRESENT TENSE TO WRITE A DESCRIPTIVE TEXT IN THE PERSPECTIVE OF SURFACE STRATEGY TAXONOMY

(A Qualitative Research at the 10th Graders of
SMA Islam Sultan Agung 1 Semarang
in the Even Semester of the Academic Year 2022/2023)

A FINAL PROJECT

Presented as Partial Fulfillment of the Requirements
to Obtain the *Sarjana Pendidikan* Degree in English Education

written by:
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ENGLISH EDUCATION STUDY PROGRAM
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STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that this undergraduate thesis I wrote does not contain the works or part of the works of other people, except those which were cited in the quotations and references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of my paper and degree obtained from that paper.

Semarang, 26 - July - 2023

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MOTTO AND DEDICATION

MOTTO

"*Life is simple: Live it, Enjoy it, and Be Grateful*"

(Nugroho)

DEDICATION

This final project is dedicated to:

➢ My beloved parents, (alm.) Ikhwan Anis, S.Pd. I and Siti Munawaroh who always gives me full love, prayer, support, and motivation for me.

➢ My beloved brother, Ahmad Afif Fachruddin and my sister-in-law, Leilani Rahmawati who always support me to do my best.

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Finally, the researcher hopes this research will be useful for the readers, further studies, and the English Education Study Program students. The suggestion and constructive criticism for improving the final project was accepted.
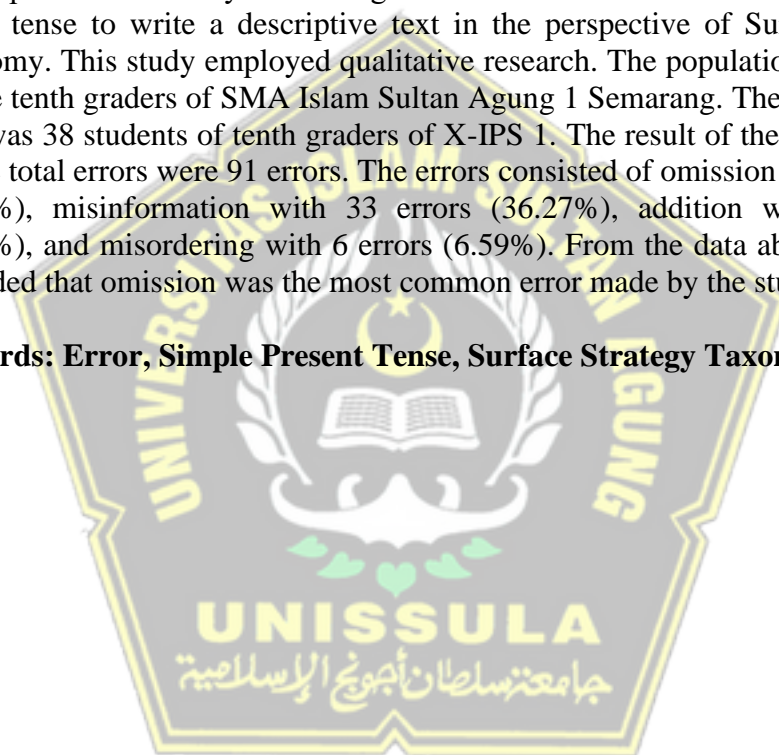
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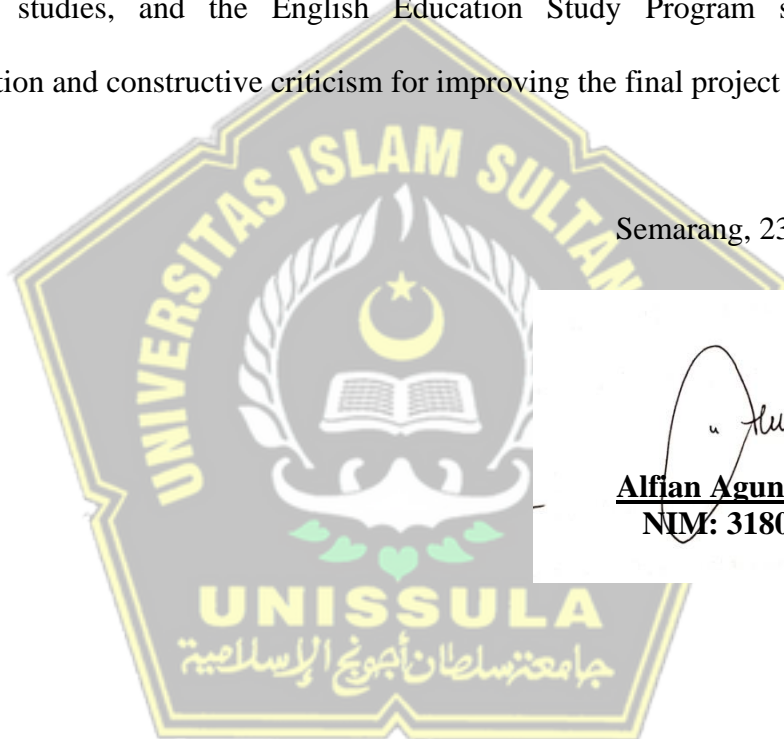
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ABSTRACT

Nugroho, Alfian Agung. (2023). Students' Error in Using Simple Present Tense to Write A Descriptive Text in the Perspective of Surface Strategy Taxonomy (A Qualitative Research at the 10th Grader of SMA Islam Sultan Agung 1 Semarang in the Even Semester in the Academic Year 2022/2023). A Final Project. English Education Study Program. Faculty of Languages and Communication Science, Sultan Agung Islamic University. Advisor: Mega Mulianing Maharani, S.Pd., M.Pd.

The purpose of the study was to figure out the students' errors in using simple present tense to write a descriptive text in the perspective of Surface Strategy Taxonomy. 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 graders of X-IPS 1. 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, Simple Present Tense, Surface Strategy Taxonomy.

INTISARI

Nugroho, Alfian Agung. (2023). Students' Error in Using Simple Present Tense to Write A Descriptive Text in the Perspective of Surface Strategy Taxonomy. (A Qualitative Research at the 10th Graders of SMA Islam Sultan Agung 1 Semarang in the Even Semester of the Academic Year 2022/2023). Skripsi. Fakultas Bahasa dan Ilmu Komunikasi. Universitas Islam Sultan Agung. Pembimbing: Mega Mulianing Maharani, S.Pd., M.Pd.

Penelitian ini bertujuan untuk mengetahui kesalahan siswa dalam menggunakan simple present tense dalam menulis teks deskripsi dalam pandangan Surface Strategy Taxonomy. Penelitian ini merupakan penelitian kualitatif. Populasi dalam penelitian ini adalah siswa kelas X SMA Islam Sultan Agung 1 Semarang. Sampel penelitian berjumlah 38 siswa dari kelas X-IPS 1. Hasil penelitian menunjukkan ada 91 kesalahan. Kesalahan-kesalahan tersebut terdiri dari kesalahan penghilangan 38 kesalahan (41,76%), kesalahan informasi 33 kesalahan (36,27%), kesalahan penambahan 14 kesalahan (15,38%), dan kesalahan pengurutan 6 kesalahan (6,59%). Berdasarkan data di atas, dapat disimpulkan bahwa kesalahan penghilangan adalah kesalahan yang paling banyak dibuat oleh siswa.

Kata Kunci: Kesalahan, Simple Present Tense, Strategi Taksonomi Permukaan
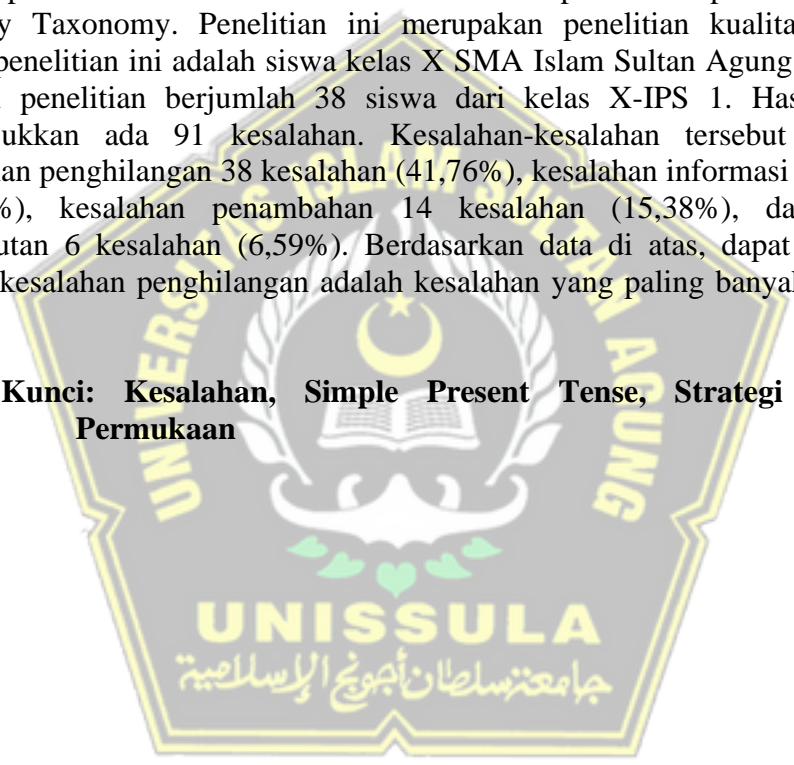
TABLE OF CONTENT

LIST OF TABLES

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

The discussion of this chapter focuses on the background of the study, the reasons for choosing topic, the statement of research question, the objective of the study, the significance of the study, the limitation of the study, the definition of key terms, and the outline of the study.

1.1. Background of the Study

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, Nurmayana & Damanik (2021) who argue that writing is a productive which has important role as a media of delivering feelings, thoughts, and information through sequence of texts. Another ideas is expressed by Firdaus & 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 informations, opinions, and thoughts in the form 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, Nurmayana & Damanik (2021) 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 autodidactly. Therefore, students need a tough process, takes 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 a suitable words, and using a proper grammar to compose a good writing. Students also needs a lot of times to practice, so that they able to improve their writing ability.

Grammar is one of important element in writing. According to Tarigan, Nurmayana & Damanik (2021), grammar has important role in delivering the message of a writing and make it more meaningful. It is in line with Lestari (2020) who argue that grammar is important for students in arranging the structure of a writing systematically, so that it will make their

writing is meaningful and easier to be understood by readers. It can be concluded that students have to check their grammar to ensure that the message of their writing can be received by the readers clearly.

Students' grammar understanding can be seen from their writing of a certain text. A text that is learned by tenth grade students is descriptive text. According to Nurwanti & Sultiani (2021), descriptive text is a text which provides a clear information about the object which is being described. The object includes people, animals, places, or things etc. Husna (2017) defines that descriptive text is a text where the writer tries to picture the object which is being described. It is used to describe particular things or objects, places, or people. It has two generic structures; identification and description.

In writing, it cannot be separated from the use of tenses, especially in descriptive text. In descriptive text, the tenses which is frequently used is simple present tense. According to Nurwanti & Sultiani (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. To analyse errors especially in writing, error analysis is actually needed. In this research, Surface Strategy Taxonomy is considered to analyse students' error in writing descriptive text. It is divided into four categories; Omission, Addition, Misinformation, and Misordering. In fact, some of students are still confuse to write a descriptive text. They are unable to choose a suitable words and a proper grammar for their writing.

Based on the explanation above, the researcher conducted research entitled "Students Errors in Using Simple Present Tense to Write A Descriptive Text in the Perspective of Surface Strategy Taxonomy" to figure out the students' errors in using simple present tense in writing descriptive text.

1.2. Reasons for Choosing Topic

This study takes consideration to several reasons:

1. Writing is one of basic skills in English learning which has to be learned by students. In fact, some students are still confuse to write a descriptive text. The reason which makes students are difficult to write in English is the difference between Indonesian language rules and English language rules. In Indonesian, there is no certain rules of using verbs and tenses. On the other hand, English has specific rules related to use an appropriate verbs and tenses.

2. Writing descriptive text is difficult for some tenth grade students. It is proved that the fact some students still got problems to put down their ideas and develop them into a good writing. They were still unable to organize their writing systematically. They also used the incorrect grammars and unappropriate vocabularies in their writing.

1.3. Statement of Research Question

Based on the background of the study above, the statement of research question in this study is formulated into: "*What is 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?*".

1.4. Objective of the Study

The objective of the study is 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.

1.5. Significance of the Study

The result of this study is expected to give contribution pedagogically and practically for the students, teachers, and further researchers.

1. Pedagogical Significance

   a. For Students

   The result of this study is expected to help students understand how to organize and develop their ideas through sentences, choosing an appropriate vocabulary which suitable with their writing

contextually, and using a correct grammar to make their writing is meaningful and easier to understand.

b. For Teachers

Hopefully, teachers are able to find out a solution to help students so that they are able to communicate their ideas through writing clearly.

c. For Further Researchers

The writer hopes that the result of this study can give a valuable input and also it can be used as the reference for further researchers.

2. Practical Significance

a. For Students

By the result of this study, the writer hopes that students are able to organize and develop their ideas coherently, choose an appropriate vocabulary, and use a correct grammar in their writing.

b. For Teachers

Hopefully, teachers can guide students to express their ideas by using an appropriate vocabulary and also using a correct grammar in the form of sentences. Teachers are also expected to give good feedbacks to give a motivation so that it will make them more confident.

c. For Further Researchers

By this research, the writer hopes that the further researchers can explore the information about the use of surface strategy taxonomy to analyse students' errors in writing certain types of writing text.

1.6. Limitation of the Study

This study focused on figuring out the students' common errors in using simple present tense to write a descriptive text in the perspective of Surface Strategy Taxonomy.

1.7. Definition of Key Terms

These are the definition of key terms in this study:

1. Error

   According to Muhsin (2016), error is a fault made by the students and they unable to make a correction because the they do not know which the correct one.

2. Writing

   According to Husna (2017), writing is an ability to deliver ideas, opinions, and information in form of sentences.

3. Descriptive Text

   Nurwanti & Sultiani (2021) state that descriptive text is a type of writing text which has purpose to describe particular things such as people, animals, places, things, etc.

4. Simple Present Tense

   Masruddin (2019) defines that simple present tense is types of tenses which is commonly used in everyday life.

5. Surface Strategy Taxonomy

   Dulay, Bert & Krashen (1982) state that surface strategy taxonomy is a theory which is focussed on the way of surface structure are changed.

It is divided into four categories; omission, addition, misinformation and misordering.

1.8. Outline of the Study

Chapter I is introduction, it consists of background of the study, reason for choosing topic, statement of research question, objective of the study, significance of the study, limitation of the study, definition of key terms, and outline of the study.

Chapter II is review of related literature, it consists of the error, the definition of writing, the types of writing, the definition of descriptive text, the generic structure of descriptive text, the example of descriptive text, the surface strategy taxonomy, and the review of previous studies.

Chapter III is research methodology, it consists of design of the study, subject of the study, data of the study, instrument of the study, data collection technique, and data analysis.

Chapter IV is Findings and Discussion. It covers the finding of omission, addition, misinformation, and misordering used by the students, and discussion about the finding.

Chapter V is Conclusion and Suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

The discussion of this chapter focuses on the error, the definition of writing, the type of writing, the definition of descriptive text, the generic structures of descriptive text, the language feature of descriptive text, the example of descriptive text, the definition of simple present tenses, the pattern of simple present tense, the function of simple present tense, the surface strategy taxonomy, and the review of the previous studies.

2.1. Error

Acccording 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 & 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 & Sultiani (2021) argue that error is something which appeared because students lack of language competence to recognize which the correct one.

9

As the conclusion, error is something which can be done in language learning. It is occured 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.

2.2. Writing

In this sub chapter, there are two topics which will be discussed: definition of writing and type of writing.

2.2.1. Definition of 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 (2021) who argue that writing is a productive 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 intelengence, thoughts, and critical thinking of the students. It is an ability to deliver the ideas through a sequence words.

Another ideas is expressed by Firdaus & 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.

2.2.2. Types of Writing

Wahyumi (2019) states that writing is divided into four types: exposition, argumentation, narrative, and argumentative.

1. Exposition

Exposition is a type of writing which is used to provide a concept and share information to readers. It usually provides evidences, statistics, or results and focuses on the fact of certain topic.

2. Argumentation

Argumentation or persuasion is a type of writing which is meant to persuade the readers of the validity of a certain argument. It usually provides writer's opinion, justification, and evidence to strengthen the writer's claim.

3. Narrative

Narrative is a type of writing which is used to share something which happens in the story. It should include some elements such as plot, characters, conflicts, settings, and moral values.

4. Descriptive

Descriptive is a type of writing which is meant to visualize the present of the object to the readers' mind. It is used to help readers become more understand to the context of writing by using their senses, such as sight, smell, hear, touch, and taste.

Those are four types of writing which is commonly used in several media. It can be found in newspaper or magazine and also in internet. However, in this research, the researcher only focused on the descriptive.

2.3. Descriptive Text

In this sub chapter, there are four sub topics which are discussed: the definition of descriptive text, the generic structure of descriptive text, the language features of descriptive text, and the example of descriptive text.

2.3.1. Definition of 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 & 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 & Sultiani (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 informatiom includes appearance, quality, and characteristic of particular object.

2.3.2. Generic Structure of Descriptive Text

Descriptive text has two generic structures; identification and description. Identification is located in the first paragraph of descriptive text and description is in the middle or last paragraph of descriptive text.

Husna (2017) argues that identification is a generic structure of descriptive text which explains the general information of the object, while description is a generic structure which provides information related to parts, appearances, qualities, and characteristics of the object which is being described. Nurwanti & Sultiani (2021) state that identification contains information about the general description of the topic, while description contains special characteristic which possessed by the object which is being described. In a short, identification gives a general information about the particular object while description provides a unique attribute which is possessed by the object.

As a conclusion, descriptive text consists of two generic structures: Identification and description. Identification contains the

common information related to the object. Meanwhile, description contains specific characteristic about the object.

2.3.3. Language Features of Descriptive Text

Wahyumi (2019) states that descriptive text has seven language features:

a. Focusing on specific object

b. Using simple present tense

c. Using particular nouns

d. Using variety types of adjectives

e. Using relating verb

f. Using mental verb

g. Using adverbial

In a short, descriptive text has seven language features; focus on specific object, using simple present tense, using particular nouns, using variety types of adjectives, using relating verb, using mental verb, and using adverbial. All of them should be understood well by writers.

2.3.4. Example of Descriptive Text

This is one of descriptive text example:

My Great Mother

I want to tell you all about my mother. My mother is Mrs. Rika. She is a kind-hearted and lovely mother. My mother is a housewife. She looks after all of her family members, especially me and my little brother.

My mother is a mature woman. She is about 30 years old now. She has a plump body. Her height is about 160 centimeters and weight about 65 kilograms. Her skin color is white. She has large beautiful bluish eyes and long straight black hair. Her face is a bit round. She has also chubby cheeks and broad nose.

My mother loves to wear her favorite black sweater whenever we go outside, especially when the winter is coming. She also has a panama hat that she always put on. That's my mother's style and she is so pretty.

Taken from: https://www.contohtext.com

2.4. Simple Present Tense

In this sub chapter, there are three topics which are discussed: definition of simple present tense, pattern of simple present tense, and the use of present tense.

2.4.1. Definition of Simple Present Tense

Simple present tense is kind of tenses which is usually in descriptive text. According to Fauziah (2022), simple present tense is a kind of tense which is usually used to show an activity which happen habitually and repeatedly or to express a general truth. In a short, simple present tense focuses on show a certain activity which happen regularly in certain time

Masruddin (2019) argues that simple present tense is used t'o describe event or action which occurs at the moment. It is in line with Nurwanti & Sultiani (2021) who state that 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 exist and happen at the moment.

As a result, simple present tense is kind of tense which is commonly used to describe event or action which is habitually occurs at the moment. It is also used to explain a general truth or facts. It can be concluded that simple present tense has purpose to show a regular activity and to provides a general information.

2.4.2. Pattern of Simple Present Tense

According to Islami (2020), The pattern of simple present tense is divided into two forms: verbal sentence and nominal sentence.

The first is verbal sentence. Verbal sentence is a sentence which uses a verbs as its predicate. It is usually used to show a general truth and activities. There are three forms of verbal sentence:

a) Positive: S + V$_1$ (s/es) + O/C, example: *Arya always wakes up at 5 o'clock every day.*

b) Negative: S + do (I, you, they, we) does (he, she, it) + not + O/C, example: *Andi does not come to school today*.

c) Interrogative: Do (I, you, they, we) does (he, she, it) + S + O/C, example: *Does Ani wash her clothes today?*

The second pattern is nominal sentence. Nominal sentence is a sentence which uses a non-verb as its predicate. There are three forms of nominal sentence:

a) Positive: S + to be (is, am, are) + C, example: *My father is a teacher.*

b) Negative: S + to be (is, am, are) + not + C, example: *Rina is not happy.*

c) Interrogative: to be (is, am, are) + S + C, example: *Is Andi's father a doctor?*

As a result, simple present tense has two forms: verbal sentence and nominal sentence. Both verbal and nominal sentence has three forms: positive, negative, and interrogative.

2.4.3. Function of Simple Present Tense

According to Nurwanti and Sultiani (2021), the function of simple present tense is usually used to express:

1. An action or event which happens at the moment. Example: The weather is cloudy at the moment.

2. A general truth. Example: The sun sets at the west

3. An activity which occurs repeatedly. Example: Andy always comes late to the school.

As the conclusion, simple present tense is one of tenses which is commonly used by people to express an activity which is habitually happen or to explain a general truth or provides factual information. The pattern of simple present tenses is divided into two: verbal sentence and nominal sentence, both verbal and nominal sentence have three forms: positive, negative, and interrogative forms. Simple present tense is usually used to express the particular event which is being held, to describe a general information or facts, and also to explain an activity which is habitually happen.

2.5. Surface Strategy Taxonomy

According to Dulay, Bert & Krashen (1982), surface strategy taxonomy is one of the descriptive classification 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 misordering. In a short, surface strategy taxonomy is divided into four: omission, addition, misinformation, and misordering.

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 becomes 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 <u>an</u> 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.

a. Double Marking

This error happens because the students fail to remove a certain items which are required in linguistic construction. For example: *Dina usually <u>go/goes</u> to school at 7 am*. It should be *Dina usually <u>goes</u> to school at 7 am*.

b. Regularization

This 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 <u>children</u> walk together in the park every morning.*

c. Simple Addition

It 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.

a. Regularization

Regularization errors 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.*

b. Archi-form

Archi-forms 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*

c. Alternating Form

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.*

Misodering 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 misordering. 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 included 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 misordering, it kind of error occurred because students unable to arrange the sentence orderly.

2.6. Review of Previous Studies

The first previous study was written by Masruddin (2019) entitled "*Omission: Common Simple Present Tense Errors in Students Writing of Descriptive Text*". This research is aimed to determine and to describe the errors in using simple present tenses in writing descriptive texts made by students, especially in the class D of sixth semester of English Education Department at IAIN Palopo. The data were obtained by conducting a test and using a checklist. Then, the writing products were analyzed using Surface Strategy Taxonomy by Dulay (1982). The result of the research showed the omission errors were found as the highest of occurrence, which was about 47.05% which revealed that in the class D of sixth semester in English Education Department at IAIN Palopo, still made errors in using simple present tense in writing descriptive text. The errors that are mostly made by students were errors of omission.

The second previous study was from Nurwanti & Sultiani (2021) entitled "*An Error Analysis of Simple Present in Writing Descriptive Text through the Eleventh Grade Students)*". The objective of the research is to find out the type of errors made in writing descriptive text by using simple present. This research applied descriptive qualitative research method by using Surface Strategy Taxonomy to analyze the data. The result of this research showed that the total of errors was 279 errors. The proportions (frequency and percentage) of the students' error in writing descriptive text by using simple present was, students made errors in omission type were 27 students with 74 errors or 26.52% of errors, students made errors in addition type were 19 students with 37 errors or 13.26 % of errors, students made errors misformation type were 30 students with 142 errors or 51.00 % of errors, and students made errors in misordering type were17 students with 26 errors or 9.31 % of errors.

The third previous study was held by Putri Fauziah (2022) entitled "*Error Analysis of Using Simple Present Tense in 8th Graders' Descriptive Text*". The purpose of this study is evaluation became six steps through: mistakes detection, finding mistakes, describing mistakes, classifying mistakes, counting mistakes, and placing the end result into table. This research applied descriptive qualitative research method by using Surface Strategy Taxonomy to analyze the data. The result of the research showed that The types of errors made by the students on writing descriptive text are based on surface strategy taxonomy which are classified into omission,

addition, misformation, and misordering. After counting the errors, the researcher found 18 total of errors. 7 errors of omission, 7 errors of addition, 2 errors of misformation and 2 errors or of misordering. It can be seen that omission and addition error was the highest number of errors made by the students. Misformation error and misordering is low.

The similarity among the first, second, and the third previous study with this study was about error analyzes of descriptive text. On the other hand, the differences between the first previous study compared with this study were about data collection technique and subject of the study. The first previous study used a test and checklist. On the other hand, this study used a test as data collection technique. The subject of the first previous study was an English Deparment students of IAIN Palopo. On the other hand, the subject in this research is the tenth grade students of SMA Islam Sultan Agung 1 Semarang. The difference of the second previous study compared with this study was in the subject of the study. The subject of the second previous study was the eleventh grade of *IPA* students at MA Al-Ikhlas Amberi. On the other hand, the subject in this study was the tenth grade students of SMA Islam Sultan Agung 1 Semarang. The difference of the third previous study compared with this study was in the subject of the study. The subject of the third previous study was the eight grade students of Junior High School of Sukodono. On the other hand, the subject of this study was the tenth grade students of SMA Islam Sultan Agung 1 Semarang.

CHAPTER III

RESEARCH METHODOLOGY

This chapter three focuses on the design of study, the subject of study, the data of the study, the instrument of the study, the data collection technique, and the data analysis.

3.1. Design of the Study

In this research, the researcher used a qualitative research method. The reason of using qualitative research because the problem which was discussed in this research is the students' error in using simple present tense in descriptive text needed the factual field data.

3.2. Subject of the Study

The subject of this research was tenth grade students of SMA Islam Sultan Agung 1 Semarang in the academic year 2022/2023. 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.

3.3. Data of the Study

The data of this research were students' descriptive text which was written by the tenth grade students of SMA Islam Sultan Agung 1 Semarang in the academic year 2022/2023.

3.4. Instrument of the Study

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. Researcher asked students to write a descriptive text about their family in a given paper. After they finished their writing, researcher collected and checked their writing to identify the errors they made. To check the validity of instrument, researcher used content validity which was checked by the research advisor. To check reliability of intrument, the researcher used expert judgement. In this case, the researcher discussed with the teacher of SMA Islam Sultan Agung 1 Semarang.

3.5. Data Collection Technique

To collect data, resercher used the following steps, as follow:

1. Researcher gave a sheet of paper to each student.

2. Before students made a descriptive text, research explained about the descriptive text to remind their memory as well as to help them in writing descriptive text.

3. Reseacher asked students to write descriptive text with the title "My Family".

4. After students finished their writing, researcher collected their writing.

5. Reseacher checked the writing error made by the students

6. After researcher checked the students' writing, researcher classified their writing error by using surface strategy taxonomy.

3.6. Data Analysis

In this research, researcher analyzed the students' writing by using surface strategy taxonomy. According to Dulay et al. (1982), surface strategy taxonomy is descriptive classification to check grammatical or writing errors which commonly occurred. It is classified into four categories: omission, addition, misinformation, and misordering. Sugiyono (2013) states that to analyze data can be done by following three steps, they are data reduction, data display, and conclusion or verification.

1. Data Reduction

   Collecting the data from the students' writing test.

2. Data Display

   a. Identifying the data of students' error

      To find the errors, the researcher checks and corrects all of the students' writing test.

   b. Classifying the students' errors

      After identifying the data, the errors were classified into kinds of errors based on linguistic category taxonomy: omission, addition, misinformation, and misordering.

3. Conclusion or Verification

   Reporting the result by giving description the result of data analysis.

CHAPTER IV

FINDING AND DISCUSSION

In chapter IV, researcher focuses on the finding of the research and discussion.

4.1. Finding

To find out the students' error in using simple present tense in writing descriptive text, researcher used a writing test as the instrument of the research. The researcher asked students to write a descriptive text. It was used to see the writing's error in using simple present tense.

From the result of the test, the researcher found that there were many errors which made by the students in using simple present tense in writing descriptive text. The researcher identified and classified their error into four categories based on Surface Strategy Taxonomy, those categories were: omission, addition, misinformation, and misordering.

4.1.1. 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 4.1

Table 4.1. Omission

No.	Type of Omission	Example
1.	Omission of Article	1. My mother is ... housewife. 2. My mother is the best mother. She is ... independent woman. 3. My mother is the best one. She is ... good woman. 4. My mother is ... lovely mother. 5. My Sister likes to make ... journal 6. My mother is ... perfectionist woman. 7. My father is ... calm and kind person.
2.	Omission of Linking Verb/To be	1. My mother ... a lovely mother. 2. My mother ... the best mother. 3. My brother's hobby ... drawing pictures 4. My father's hobby ... reading. 5. My sister's hobby ... playing games. 6. My mother's hobby ... cooking. 7. My father's name ... Budi Santoso. 8. My brother's name ... Oka. 9. I have a younger brother. He ... about 14 years old.
3.	Omission of Preposition	1. My family is the best family. It consists ... 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*". The another example is:

"*My father's name ... Budi Santoso*". In this sentence, the linking verb was needed to decribe that Budi Santoso is the name of his/her father. The correct sentence is: "*My father's name <u>is</u> Budi Santoso*".

Based on the table above, there were many students did not use preposition verb correctly. Word "*consists*" in the 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 <u>of</u> 4 people*".

From the data above, there were 38 omission errors made by the students. Some students omitted particular items which should be included in a sentence, such as article, linking verb, and prepositional verb. From the total error, the most common error made by the students was omission of preposition verb with 22 errors.

4.1.2. 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 a 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 4.2.

Table 4.2. Addition Used by the Students

No.	Type of Addition	Example
1.	Double Marking	-----
2.	Regularization	-----
3.	Simple Addition	1. She is an independent and is lovely mother. 2. She is housewife and is lovely mother. 3. She is beautiful and is patient woman. 4. She is an independent woman and is lovely mother. 5. My mother's cooking is the best and is really delicious. 6. My mother's food is the best and is really delicious. 7. She is an independent and is good mother. 8. She is an independent and is lovely mother. 9. My mother's cooking is the best and is really delicious. 10. The dish that she cooks is good and is delicious. 11. The food is good and is really delicious. 12. My mother is an independent and is lovely mother. 13. My father is a calm and is kind person. 14. My father is a strict and is responsible father.

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, there were 14 addition errors made by the students. It was classified into three types: double marking, regularization and simple addition. From those types, simple addition was the most common error made by the students.

4.1.3. 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 4.3.

Table 4.3. Misinformation Used by the Students

No.	Type of Misinformation	Example
1.	Regularization	1. In the weekend, I and my family usually <u>spent</u> our times by watching movie together in living room. 2. My father <u>worked</u> from morning to evening. 3. I usually <u>went</u> home late. 4. I usually <u>went</u> to school at 6.30 a.m. 5. My sister always <u>helped</u> me to do my assignment. 6. I often <u>bought</u> some souveniers when we are on vacation. 7. Now, I <u>was</u> in tenth grade in SMA Islam

		Sultan Agung 1 Semarang.
		8. My father is the best <u>people</u> in the world.
		9. My older brother's name is Dana. He always makes me mad, he is the most annoying <u>people</u>.
		10. My mother is the best <u>people</u>. She is about 45 years old.
2.	Archi-form	1. My mother is a lovely mother. <u>Here</u> name is Masruroh.
		2. My father's name is Faisal. He is about 43 years old. <u>He is</u> hobby is sleeping
		3. My mother's name is Siti. She is good woman. She is about 39 years old. <u>She is</u> hobby is cooking.
		4. My father is about 46 years old. He is a calm and kind father. <u>He is</u> hobby is reading.
		5. My younger brother is a cute one. He is about 4 years old. <u>He is</u> hobby is playing toys.
3.	Alternating-form	1. My mother always <u>cook</u> in early morning
		2. My sister <u>like</u> to talk with the neighbours.
		3. My brother often <u>bully</u> me when I am at home.
		4. My younger brother always <u>make</u> me happy.
		5. My father always <u>help</u> his children when they need a help.
		6. My brother really <u>like</u> to ride with his friends.
		7. My father often <u>play</u> with me in the weekend.
		8. My mother always <u>teach</u> me to remember Allah in any situation.
		9. My younger brother always <u>remind</u> me when I make a mistake.
		10. My older brother always <u>make</u> me annoyed.
		11. My younger brother often <u>bother</u> me when I do my homework.
		12. My older brother usually <u>go</u> hiking in the weekend.
		13. My mother is the best mother. <u>He</u> is

		about 41 years old.
		14. My mother's name is Nina. <u>He</u> is about 49 years old.
		15. My mother, <u>he</u> is a great woman in my life.
		16. My mother's name is Emi. <u>He</u> is about 32 years old.
		17. My mother is the best woman. <u>He</u> is about 40 years old.
		18. My mother is a lovely mother. Her name is Fauziya. He is about 44 years old.

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 <u>go</u> 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 <u>people</u> 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 <u>person</u> 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.

The pattern of simple present tense is S+Verb 1+s/es+O+adv, if the subjects are He/She/It/Singular Noun, the verb 1 must be added with e/es. Meanwhile, if the the subjects are I/You/They/We/Plural Noun, the verb 1 should not be added with s/es. In fact, the students did not follow those rules. For example: "*My mother always cook in the morning*". This sentence is incorrect because the subject "*my mother*" is a singular noun, so the verb 1 "*cook*" must be added with s/es. The correction of this sentence is: "*My mother always cooks in the morning*". The misinformation of subject-verb agreement was classified as Alternating-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, there were 33 misinformation error made by the students. It was classified into three types: regularization, archi-form, and alternating-form. From those types, alternating-form was the most common error made by the students with 18 error.

4.1.4. Misordering

Misordering is a kind of error which happens because the incorrect placement of a group of morpheme. The findings are stated in table 4.4

Table 4.4. Misordering

	Example
Misordering	1. My family, <u>is it</u> a small family. I love my family very much. 2. I love my mother's food. This is food very delicious. 3. My brother's 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 were 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. everyday*".

From the data above, it can be seen that there were 6 misodering error made by the students. 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 misordering. 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%).

4.2. Discussion

Figure 4.1 Students Errors based on Surface Strategy Taxonomy
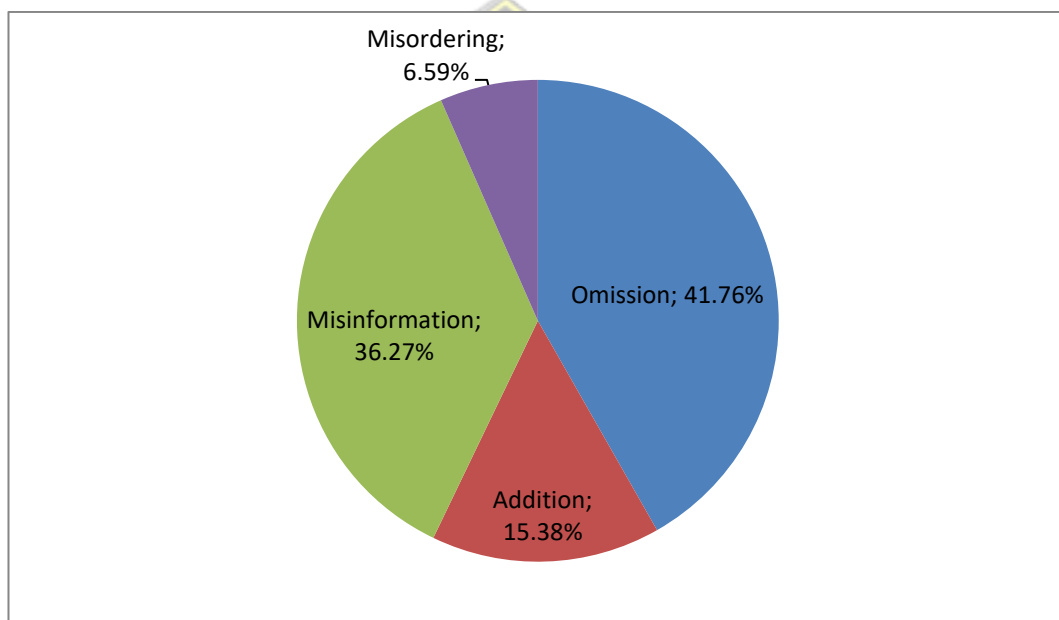
After analyzing the data finding, the researcher discusses about the finding of the research. The objective of the research is to figure out students error in using simple present tense to write a descriptive text in the perspective of Surface Strategy Taxonomy.

The present study had total 91 errors for the total, the errors consisted of four categories: omission, addition, misinformation, and misordering. In omission, students made 38 errors or 41.76%. 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. In addition, students made 14 errors or 15.38%. 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. In misinformation, students made 33 error or . 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. In misordering, the total error was 6 error. Misodering is a type of error which occurs because students unable to arrange the sentence orderly. In this case, students unable to put the subject, adjective, and adverb in the right place.

Based on the finding above, the present study has similarity with the first previous study which is conducted by Masruddin (2019) in

omission error as the common error which made by the students. The omission error of the first previous study was 47.05% of the total error. Meanwhile, the omission error of the present study was 41.76% of the total error. From those results, it can be concluded that there are some students who still have problems in using simple present tense to write a descriptive text correctly.

CHAPTER V

CONCLUSION AND SUGGESTION

In chapter V, there are two topics which are discussed: conclusion and suggestion.

5.1. 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 which made by the tenth grader of SMA Islam Sultan Agung 1 Semarang in the even semester of the Academic Year 2022/2023. The finding of the research showed that students made 91 errors in using simple present tense to write a descriptive text. the distribution of those error was omission with 38 error (41.76%), misinformation with 33 errors (36.27%), addition with 14 errors (15.38%), and misordering with 6 errors (6.59%).

5.2. Suggestion

According to the result of the research, the researcher would like to give recommendation for students, teachers, and further reseachers. First, researcher suggests that students have to write a text regularly in order to improve their writing ability. In addition, students have to pay attention about the grammatical rules to minimize the error in writing a text or sentence. Second, researcher suggests that the English teacher should give

students some writing exercises and guide them how to use simple present tense in writing descriptive text correctly. And the last, researcher suggests to the further researchers to 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 reason why the errors are made.

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