Surface Strategy Taxonomy
(Grammatical Errors Analysis in the Third-Semester Students' Descriptive Essay)

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Abstract

English and Indonesian are grammatically different. The difference proves that the rules and the application of grammar are the difficult problems in writing English. Based on previous preliminary research, many Third-Semester students of English Education Study Program had problems using grammar. This is supported by the results of unstructured interviews by researcher against students. Then students made mistakes they cannot correct called errors. As English Education students, they must have good competence in all language skills to become a good English teacher. In the future, students will teach writing effectively if they master the grammatical understanding.

This research's objectives were to find: (1) The the types of grammatical errors based on surface strategy taxonomy found in students' descriptive essay,(2) The dominant grammatical error based on surface strategy taxonomy found in students' descriptive essay,(3) The factors causing students made grammatical error in writing descriptive essays.

To achieve the objectives, a qualitative method is used. Data collected by observation, interview and documentation from students' descriptive essay worksheet then analyzed using error analysis. The findings of the research: (1) Grammatical errors are Misformation (3rd Person Singular, Plural, Auxiliary Verb, Dictionaries, Preposition, Conjunction, Pronoun, Singular, Simple Present Tense, Simple Past Tense), Omission (Simple Present Tense, Agreement, Auxiliary Verb, Plural, Article, Pronoun, Conjunction, Preposition, Adverb), Addition (Simple Additions, Double Marking), Misordering (Adjective, Pronoun, Auxiliary Verb). (2) The dominant grammatical error is Misformation with 47.05% from 170 errors. (3) The factors causing error are Interlingual and Intralingual.

Keywords: Grammatical Error, Error Analysis, Descriptive Essay

INTRODUCTION

Nowadays as a modern world, writing is also a communicative activity because of interactions in the most technologically sophisticated form of electronic mail. So knowledge and information are shared throughout the world using English. Based on the importance of writing described above, teaching how to write is important for students so they can get information and forms of knowledge everywhere. Writing is usually considered the most difficult skill to learn. Sholihah (2017), said that writing is an important component in learning English which requires a complex set of skills in English. Writing skills involve the production of languages that are considered productive skills so that writing requires more aspects. Writing is a complicated skill because it requires not only knowledge of vocabulary but also knowledge of how to combine

vocabulary into sentences that match the rules of grammar. So, communication and contact between writer and reader can work well.

Based on previous preliminary research, this research found that many students in Third-Semester of the English Education Study Program had problems using grammar when writing. This is supported by the results of unstructured interviews by researcher against students. When students write descriptive essays (descriptive essays are a kind of essay consisting of descriptions, characteristics, definitions of something so students try to describe what students are describing) most of them still have difficulties and errors in using grammar rules.

As English Education students, they must have good competence in all language skills to become a good English teacher. In the future as a teacher, students will teach writing effectively if they master the grammatical understanding needed to analyze errors in written essays to find gains in the learning process. This is following *UU No. 14 Tahun 2005 pasal 10 ayat (1)* concerning Teachers and Lecturers which states that teacher competencies include pedagogical competencies, personality competencies, social competencies and professional competencies.

According to Dulay (1982), error analysis is a list and classification of errors contained in students' speech or writing samples. Error analysis is not an assessment tool but a tool to investigate students' errors in obtaining language that includes identifying, describing, analyzing, and explaining errors. In this research, researcher is interested in investigating grammatical errors based on a surface strategies taxonomy that focus on the classification of omission errors required language items, addition of unnecessary language items, misformation of language items, and misordering or misplace of the language items in descriptive essays made by the third-semester students of English Education Study Program at IAIN Fattahul Muluk Papua. Based on the explanation above, the researcher chose the title of this research as follows "Surface Strategy Taxonomy (Grammatical Errors Analysis in The Third-Semester Students' Descriptive Essay of English Education Study Program at IAIN Fattahul Muluk Papua)".

Based on the research background above, the researcher aims to answer the following questions: (1) What are the types of grammatical errors based on the taxonomy of surface strategies carried out by The Third-Semester Students of English Education Study Program at IAIN Fattahul Muluk Papua in writing descriptive essays? (2) What is the dominant grammatical error based on the surface strategy taxonomy produced by The Third-Semester students of English Education Study Program at IAIN Fattahul Muluk Papua in writing descriptive essays? (3) What are the factors causing The Third-Semester Students of English Education Study Program at IAIN Fattahul Muluk Papua made a grammatical error in writing descriptive essays?

METHODS

The research is a qualitative method as the design of this research because this method is following the purpose of this research which is to know the types of grammatical errors based on the surface strategy taxonomy made by students in writing descriptive essays, the dominant grammatical error based on the surface strategy taxonomy produced by students in writing descriptive essays and the factors causing The Third-Semester Students of English Education Study Program made grammatical errors in writing descriptive essays.

According to Creswell (2014), qualitative research is an approach used to find and understand the meaning of a problem from a person or a group. This research uses a

qualitative method of analyzing phenomena that occur in the process of learning English, describing the actual events and answering the research problems mentioned earlier.

The researcher used a total sampling population because there were 24 students in The-Third Semester of English Education Study Program at IAIN Fattahul Muluk Papua in the academic year 2019/2020. Sujarweni (2018) stated that all members of the population are used as samples if the population is relatively small, i.e less than 30 people. Considering the total population is 24 students, all of them can be taken. The researcher chose this class because they were beginners from the English Education Study Program who had studied descriptive essays in the second semester.

The researcher used descriptive essay worksheet made by students to find the errors, the dominant error and the causes of errors in writing descriptive essays. The documents are records of previous events in the form of writings, drawings or monumental works of certain people. The document is a descriptive essay worksheet made by students. The data analyzed in this research came from the research object, namely descriptive essays by The Third-Semester Students of English Education Study Program at IAIN Fattahul Muluk Papua in the academic year 2019/2020, which is totalling 24 worksheets.

Data collection techniques used in this research are observation, interview and documents. Where documents are collected from the descriptive essay worksheets made by The Third-Semester Students of English Education Study Program. Students wrote descriptive texts within 60 minutes with a minimum of 2 paragraphs and 150 words.

Data analysis is organizing, sorting and processing data into patterns, categories, and descriptions so that the results in data analysis can be used to answer the questions of the research in research. The data analysis technique used in this research is the error analysis technique. Corder (cited in Ellis, 1994) states five stages in analyzing errors, namely:

a) Data Collection

The initial step in analyzing errors is collecting samples to be analyzed. In this step, the researcher collected data in the form of a descriptive essay worksheet document made by The Third-Semester Students of English Education Study Program in the academic year 2019/2020.

b) Errors Identification

After the data is collected, the researcher identified the errors contained in the student's descriptive essay worksheet. The researcher identified the errors by highlighting those errors.

c) Error Classification

Once identified, the errors are then classified according to the types of errors in the surface strategy taxonomy namely: omission, addition, misordering and misformation.

d) Errors Explanation

The next step is an explanation of the errors made by students in writing descriptive essays. In this stage, the researcher also corrected the errors into sentences that are following the rules of grammar in writing the essay description.

e) Errors Evaluation

After going through the stages above, the researcher then evaluated the error by presenting it in a table to make it easier to calculate the number of each type of error to answer the problem formulation in the research.

FINDINGS

The results of the data analysis are presented in this section. Data was collected from students' descriptive essay writing worksheets.

1. Types of Errors Based on Surface Taxonomy Strategies

The researcher found 4 types of errors based on Surface Strategy Taxonomy, namely; Omission, Addition, Misordering and Misformation. Which is divided into types made by students of The Third-Semester of English Education Study Program in writing descriptive essays.

a) Omission

In this type of error, researcher found several types of errors that can be divided into 9 types, namely: Omission of Simple Present, Omission of Agreement, Omission of Auxiliary Verb, Omission of Plural, Omission of Article, Omission of Subject, Omission of Conjunction, Omission of Preposition, and Omission of Adverb.

Table 1: Examples of Analysis Result of Omission

No	Initial	Classification	Incorrect Sentence	Correct Sentence	Explanation
1	YNS	Simple Present	That make me	That makes me	3rd Person Singular in Simple Present Tense
2	NJFK	Agreement	Because many amazing things	Because there are many amazing things	Agreement as a subject
3	FEP	Auxiliary Verb	Her mother so humble	Her mother is so humble	Auxiliary Verb in Simple Present Tense Nomina
4	AM	Plural	Take some room	Take some rooms	Regular Plural Noun
5	SN	Article	He was speaker	He was a speaker	Indefinite article singular
6	NAE	Subject	If see her	If they see her	Subject in a sentence
7	FEP	Conjunction	Her beauty her humble	Her beauty and her humble	Conjunction of two phrase
8	RF	Preposition	I live dormitory	I live at dormitory	Preposition of place
9	TNH	Adverb	I have the only young brother	I have the only one young brother	Adverb of quantity

The Analysis Finding Of Each Sentence

First is the omission in Simple Present Tense. The simple present tense is a grammar rule that is used to state facts, habits and something that happens repeatedly.

Simple Present Tense Formula

Verba :

(+) Subject + Verb$_{1\,(s/es)}$ + Complement

(-) Subject + Don't/Doesn't Verb$_{1\,+}$ Complement

(?) Don't/Doesn't + Subject + Verb$_1$ + Complement

Nomina :

(+) Subject + To Be$_{1\,(am,\,is,\,are)}$ + Adjective/Noun/Adverb + Complement

(-) Subject + To Be$_{1\,(am,\,is,\,are)}$ Not + Adjective/Noun/Adverb +Complement

(?) To Be$_{1\,(am,\,is,\,are)}$ + Subject + Adjective/Noun?Adverb + Complement

Verbs in Simple Present Tense will change that is to add the s / es ending at the end of the word if the subject is 3rd Person Singular (She, He, It). In this case, YNS made an error in removing the suffix s in the sentence that make me. Make should become makes then that makes me because the verb follows that subject which is 3rd Person Singular. Omission Simple Present Tense was also carried out by several other students namely NJFK, SAC, NAE, SN, AS and SWM.

Second is the Agreement. The agreement is a match between subject and noun. Agreement refers to the existence or presence of something. There Is used when the noun is singular and There Are used when the noun is plural. In Indonesian, Agreement has meaning. In this case, NJFK made an error in omitting the Agreement There Are before the noun, because of many amazing things. It should be because there are many amazing things. Error omitting this Agreement is only done by NJFK students.

Third is the Auxiliary Verb. Auxiliary Verb is an auxiliary verb which is TO BE (am, is are), used in Nominal Simple Present Tense sentence patterns. TO BE am for the subject I, TO BE is for subjects She, He, It and TO BE are for subjects You, They, We. In this case, FEP made an error to remove TO BE in the sentence her mother so humble which should have her mother is so humble. The Auxiliary Verb Omission was also carried out by several other students namely NJFK, AM, SAC, YWD, NAE, RF, AR, SWM, and FA.

Fourth is Plural. Plural is divided into two namely Regular Plural (irregular plural changes of the singular) and Irregular Plural (irregular plural changes of the singular). In this case, AM makes an error ending the s suffix on Regular Plural, take some rooms that should take some rooms. The Plural Omission was also carried out by several other students, namely RS and WDN.

The fifth is Article. Article is a noun denominator. Article is divided into two namely Definite (the) and Indefinite (a / an). Definite article is used when the noun is known, spoken or written before. Whereas Indefinite is used when the noun used does not refer to a particular object. Ayusari (2017) stated Indefinite Article A and And is the mark of singular noun. In this case, SN made an error in removing the Indefinite Article. He was speaker, so he was a speaker. Omission Article was also carried out by several other students namely AM, YNS, FEP, WDN, RF, and FD.

The sixth is Subject. The subject is the actor in the sentence and plays an important role in the formation of the sentence. There are 7 subjects namely I, You, They, We, She, He, and It. In this case, NAE made an error in removing the Subject. If see her it should be if they see her. This omission subject was also carried out by several other students such as YNS, SAC, QA, AS, FD and FR.

Seventh is Conjunction. Conjunction is a conjunction that connects two words, phrases, clauses or sentences. In this case, the FEP made an error in removing the conjunction of two phrases. Her beauty her humble should be her beauty and her humble (using Conjunction And because positive phrases meet positive phrases). Omission Conjunction was also carried out by several other students namely US and WDN.

Eighth is Preposition. Preposition is a language item to show a certain position or relationship with other words in a sentence. Ayusari (2017) said the position of preposition is in front of the adverb or to conduct a phrase. There are 6 types of Preposition: Simple Preposition, Double Preposition, Compound Preposition, Participate Preposition, Phrase Preposition, and Disguised Preposition. In this case, RF made an error in removing Simple Preposition, I live dormitory should I live at the dormitory. Omission Preposition was also conducted by several other students namely SN.

Ninth is Adverb. Adverbs are adverbs that describe the previous word, phrase or sentence. Types of Adverbs are Adverbs of Time, Adverbs of Place, Adverbs of Manner, and Adverbs of Frequency. In this case, TNH made an error in removing the Adverb of Frequency. I have the only young brother I should have the only one young brother. Adverb omission was also carried out by several other students namely NAE and ENMD.
b) Addition
In this type of error, the researcher found several errors that can be divided into two types, namely Simple Addition and Double Marking.

Table 2: Examples of Analysis Result of Addition

No	Initial	Classification	Incorrect Sentence	Correct Sentence	Explanation
1	SN	Simple Addition	He is gives	He gives	Adding unnecessary item
2	WDN	Double Marking	In Jayapura City as like Base G Beach, Amay Beach.	In Jayapura City like Base G Beach, Amay Beach.	Adding double marking (same meaning)

The Analysis Finding Of Each Sentence
First is the Simple Addition type. Simple Addition is the addition of items that are not needed in grammar preparation. In this case, SN made the error of adding an unneeded item (To Be Is) in the preparation of the Simple Present Tense sentence, he is giving should he gives. Simple Addition was also carried out by several other students such as NJFK, AM, YNS, US, FEP, RF, TNH, FH, FR, and FA.

Second is the Double Marking Addition. Double Marking is the addition of language items that have the same meaning, causing overlapping meanings. In this case, WDN made the error of adding unneeded items because it has the same meaning in the sentence in Jayapura City as like Base G Beach, Amay Beach should be in Jayapura City like Base G Beach, Amay Beach. Double Marking was also carried out by several other students such as FEP, RS, and SN.
c) Misordering
Misordering is an error in the preparation of words or phrases in sentences. In this error, the researcher found 3 types namely, Adjective, Pronoun and Auxiliary Verb.

Table 3: Examples of Analysis Result of Misordering

No	Initial	Classification	Incorrect Sentence	Correct Sentence	Explanation
1	NAE	Adjective	Slim Body	Body Slim	Adjective in front of Noun
2	RF	Pronoun	Brother another	Another brother	Another for singular
3	FR	Auxiliary Verb	My is friend	My friend is	Subject followed by tobe

The Analysis Finding Of Each Sentence
First is Adjective. Kasmini (2015) said that there are three adjectives: Attributive (in front of a noun), Postpositive (behind a noun without linking verb) and Predicative

(behind a noun with linking verb). Here, which is the adjective used to describe the word afterwards. In this case, NAE made the error of composing a slim body phrase that should have been a slim body. Misordering Adjective was also carried out by YNS, ENMD, FR, and NJFK.

The second is Pronoun, which is a pronoun used to replace people, animals and things. In this case, RF made an error composing the phrase brother another who was supposed to be another brother. Pronoun misordering was also carried out by FD.

Third is the Auxiliary Verb, which is an auxiliary verb used to modify the meaning. In this case, FR made an error composing the sentence my is friend which should be my friend is. This Misordering Auxiliary Verb was also carried out by FEP, and NAE.

The Misordering table above shows that students made errors in word order. Misordering happens because students put the word in the wrong place. Students translate Indonesian into English word for word and they are also still affected by Indonesian when translating words, phrases and clauses into sentences.

d) Misformation

In this type of error, the researcher found many errors. This type of error can be divided into 9, namely: 3rd Person Singular, Plural, Auxiliary Verb, Dictionaries, Preposition, Conjunction, Pronoun, Singular, Simple Present Tense and Simple Past Tense.

Table 4: Examples of Analysis Result of Misformation

No	Initial	Classification	Incorrect Sentence	Correct Sentence	Explanation
1	NJFK	3rd Person Singular	Indonesia have	Indonesia has	3rd Person Singular in Simple Present Tense
2	FH	Plural	To another people	To other people	Plural
3	QA	Auxiliary Verb	He was very handsome	He is very handsome	Auxiliary Verb in Simple Present Tense Nomina
4	YWD	Diction	Sometime he can be bad	Sometimes he can be bad	Misformation diction
5	YNS	Preposition	The glasses in her face	The glasses on her face	in = *di dalam* and kata on = *pada*
6	SN	Pronoun	Him name is	His name is	Him as object dan His as possesive pronoun for He
7	NAE	Singular	She is a good moeslem women	She is a good moeslem woman	Women = plural and woman = singular
8	RF	Simple Present	My mother is die	My mother is died	S + To Be1 + Adj, Noun, Adv
9	SWM	Simple Past	First time I meet	First time I met	S + Verb 2

2. Types of Dominant Errors

a) Type of Error and Frequency

The data taken came from the descriptive essays of The Third-Semester of English Education Study Program students, amounting to 24 worksheets. The researcher found that there were 170 errors made by students in writing descriptive essays. Then, the errors

are divided into four categories according to the surface strategy taxonomy and are calculated using the formula mentioned earlier.

Table 5: Examples of Types of Error and Frequency

No.	Type of Error	Frequency	
		N	%
1.	Omission	49	28.82
2.	Addition	31	18.23
3.	Misordering	10	5.88
4.	Misformation	80	47.05
	Total Frequency	170	100

Based on the table above, it can be seen that the most dominant errors made by students in The Third-Semester of English Education Study Program are Misformation with a total error of 80 or 47.05%, then Omission with a total error of 49 or 28.82%, Addition with a total error of 31 or 18.23% and the latter is Misordering, which is 10 errors or 5.58%.

b) Types of Errors

Omission

Based on the table of types of errors and frequencies, it can be seen that there are 44 Omissions made by English Education students in English. The omission is divided into 9 types, namely:

Table 6: Examples of Types of Omission and Frequency

No.	Type	Frequency	
		N	%
1.	Simple Present Tense	10	20.40
2.	Agreement	3	6.12
3.	Auxiliary Verb	10	20.40
4.	Plural	5	10.20
5.	Article	6	12.24
6.	Pronoun	6	12.24
7.	Conjunction	4	8.16
8.	Preposition	2	4.08
9.	Adverb	3	6.12
	Total Frequency	49	100

In the table above, it can be seen that Omission types of Simple Present Tense and Auxiliary Verb are the most dominant errors made by English Education students with 10 or 20.40%, then followed by Pronoun and Article with 6 or 12.24%, Plural with the number 5 or 10.20%, the conjunction with the number 4 or 8.16, the adverb with the number 3 or 6.12% and the last is the Preposition with the number 2 or 4.08%.

Addition

Based on the table of types of errors and frequencies, it can be seen that there are 31 additions made by students of the English Education Study Program. Addition is divided into 2 types, namely:

Table 7: Types of Addition and Frequency

No.	Type	Frequency	
		N	%
1.	Simple Addition	26	83.67

No.		N	%
2.	Double Marking	5	16.12
	Total Frequency	31	100

In the table above, it can be seen that the Simple Addition type is the most dominant error made by students in The Third- Semester of English Education Study Program with a total of 26 or 83.67%, then a Double Marking type Addition with a total of 5 or 16.12%.

Misordering

Based on the table of types of errors and frequencies, it can be seen that there are 10 Misordering conducted by English Education students in English. Misordering is divided into 3 types, namely:

Table 8: Types of Misordering and Frequency

No.	Type	Frequency	
		N	%
1.	Adjective	5	50
2.	Pronoun	2	20
3.	Auxiliary Verb	3	30
	Total Frequency	10	100

In the table above, it can be seen that the Adjective Misordering type is the most dominant error made by students in The Third-Semester of English Education Study Program with an amount of 5 or 50% then Misordering type Auxiliary Verb with an amount of 3 or 30% and Misordering type Pronoun with an amount of 2 or 20%.

Misformation

Based on the table of types of errors and frequencies, it can be seen that there are 80 Misformations conducted by English Education Study Program students. Misformation is divided into 9 types, namely:

Table 9: Types of Misformation and Frequency

No.	Type	Frequency	
		N	%
1.	3rd Person Singular	10	12.05
2.	Plural	6	7.5
3.	Auxiliary Verb	6	7.5
4.	Diction	27	33.75
5.	Preposition	6	7.5
6.	Pronoun	15	18.75
7.	Singular	2	2.5
8.	Simple Present Tense	5	6.25
9.	Simple Past Tense	3	3.75
	Total Frequency	80	100

In the table above, it can be seen that the Dictionary type Misformation is the most dominant error made by The Third-Semester students of English Education Study Program with 27 or 33.75% then the Pronoun Misformation with 15 or 18.75%, the 3rd Person Singular Misformation with 10 or 12.05%, Misformation type Preposition, Plural, and Auxiliary Verb in the amount of 6 or 7.5%, Misformation in the type of Simple Present Tense in the amount of 5 or 6.25%, Misformation in the type of Simple Past Tense in the amount of 3 or 3.75%, and the last is Misformation Singular type with an amount of 2 or 2.5%.

Based on the table above, it can be seen that the type of the most dominant type of error made by The Third-Semester students of English Education Study Program is Addition to the Simple Addition type with a total error of 26 or 83.67%.

3. Factors Causing Errors

After analyzing the data, the researcher found two factors that caused errors, namely Interlingual Transfer and Intralingual Transfer.

a) Interlingual Transfer

In interlingual transfers, errors occur because students are still influenced by the mother tongue (Indonesian) in writing descriptive essays. They think that the word they are using is right in making a sentence. The formation and structure of adjectives in English and Indonesian are very different. Some of them are still wrong in writing descriptive essays using adjectives or plural forms.

As it is known that adjectives in English and Indonesian have differences, namely in Indonesian, adjectives are located after nouns while in English, adjectives are located before nouns. Likewise with the plural form, as previously explained that English has a plural form that is different from Indonesian.

b) Intralingual Transfer

Intralingual transfer of errors caused by difficulties of the structure of the second language. The intralingual transfer is an error that occurs because students have not enough experience in learning and there are differences in the level of understanding of the first language and second language, the errors that are intralingual transfers are as follows:

• Sentences made by YWD He just joking. YWD means he (the male) is just joking. The correct sentence is: He is just joking.
• Sentences made by SN He speak fluent. SN means he (male) speaks fluently. The correct sentence is: he speaks fluently.
• Sentences created by WDN One of popular beach. WDN means one of the famous beaches. The correct sentence is: One of the popular beaches.
• Sentences made by FEP Her mother so humble. FEP means that his mother (woman) is very humble. Correct sentence: Her mother is so humble.
• Sentences made by AR We always play many toys when we child. AR means We always play lots of toys when we were children. The correct sentence is: We always play many toys when we were children.

DISCUSSION

1. Types of Errors Based on Surface Taxonomy Strategies

Based on Dulay (1982) which explains that there are four classifications of error. There are Linguistic Category Taxonomy, Surface Strategy Taxonomy, Comparative Analysis, and Communicative Effects. In this study, the researcher used Surface Strategy Taxonomy to classify errors. There are four types of errors in the Surface Strategy Taxonomy, namely Omission, Addition, Misordering and Misformation.

The sentence is an Omission Preposition. Preposition is used to explain the relationship between words in a sentence. There is a Preposition of Time (in, on, at, since), there is a Preposition of Place (at, in, on) and others. The sentence I live dormitory IAIN should be I live at the dormitory of IAIN. Before the word dormitory, there must be a preposition of place, namely at (showing building) and the (indicating the exact place).

Next is Addition. The number of additions with the following 2 types of errors: Simple Additions and Double Markings. Additions are the addition of items that should not appear in words, phrases or sentences. That happens when a student adds items that are not needed. In this case, many students add grammatical items of language that are not actually needed and / or add words that have the same meaning as the word used before. For example, students add words that have the same meaning in the sentence he is so very tall.

The sentence is a Double Marking Addition. Double marking is adding words that have the same meaning as the word used before. The sentence he is so very tall should be he is very tall or it can also be he is so tall to avoid overlapping meanings or waste of words in the sentence.

Misordering is the placement of morphemes or wrong words. The results of this study indicate that there are Misorderings with the following 3 types: Misordering Adjective, Misordering Auxiliary Verb and Misordering Pronoun. In this case, students still make a lot of adjective placement where the adjective should be in front of the noun. For example in the sentence she is too has slim body.

The sentence above is Misordering Adjective where students make errors in placing adjective, which should be the sentence she also has slim body. This case happened because students translated Indonesian into English word for word and also they were still influenced by Indonesian in making sentences in English.

Last is Misformation. Misformation is the use of morphemes or incorrect words (diction) The results of this study indicate that Misformations with 10 types: Misformation Diction, Misformation Pronoun, Misformation 3rd Person Singular, Misformation type Preposition, Misformation Simple Present Tense, Misformation Plural, and Misformation Auxiliary Verb, Misformation Simple Past Tense, Misformation Singular. For example, Misformation 3rd Person Singular in the sentence she always helps us which should be she always helps us. As explained earlier that sentences containing 3rd Person Singular in Simple Present Tense will experience a change in verb form.

CONCLUSION

Based on the research results obtained, the researcher found 170 errors from 24 descriptive essays. Misformation can be divided into 9 types, namely: 3rd Person Singular, Plural, Auxiliary Verb, Dictionaries, Preposition, Conjunction, Pronoun, Singular, Simple Present Tense and Simple Past Tense. The omission is divided into 9 types: Simple Present Tense, Agreement, Auxiliary Verb, Plural, Article, Pronoun, Conjunction, Preposition and Adverb. Additions are divided into 2 types: Simple Additions and Double Marking. Misordering is divided into 3 types, namely: Adjective, Pronoun, and Auxiliary Verb.

The types of errors made by students in The Third-Semester of English Education Study Program by the Surface Strategy Taxonomy and their presentations are Omission 32.82%, Addition 18.23%, Misordering 5.88% and Misformation 47.05%. So that the most dominant error made by The Third-Semester students of English Education Study Program by the Surface Strategy Taxonomy is Misformation with a percentage of 47.05%.

Two factors were causing the errors made by The Third-Semester Students of English Education Study Program namely Interlingual Transfer and Intraligual Transfer. Interlingual Transfer reflects the structure of a student's first language (Indonesian) in

English. Meanwhile, Intralingual Transfer is a developmental error where this error does not occur because students are affected by the first language but because of the level of understanding of the second language.

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