ABSTRACT

In order to identify the various types of errors that were made in English descriptive texts written by tenth graders at SMA SWASTA FREE METHODIST MEDAN during the academic year 2022–2023, this study was carried out. 36 students were the focus of this study. The method adopted by the researcher was *descriptive qualitative*. On Thursday, October 20, 2022, this study will be conducted offline. A written test-based data collecting method. Researchers examine the *descriptive text* writing errors made by students. This study concentrated on categorizing writing errors made by students. The *Surface Strategy Taxonomy* analysis of the findings revealed 30 inaccuracies in the *descriptive text* submitted by students. Found 9 addition errors with a total of 30%, 16 errors from omissions with a total of 54%, 5 errors of misformation errors with 16% total, and 0 misordering totaling 0%. The majority of errors, or 15 out of 30, are spelling (*spelling*) errors, which are classed as errors in error *omissions*. In conclusion, the researchers discovered 30 faults in descriptive text written by class X IPS 1 SMA SWASTA FREE METHODIST MEDAN.

Keywords: Writing, Descriptive text, Grammatical error, Error analysis