

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

In English teaching and learning, one of the English language skills that students need to master is writing (Rakhmawati, 2022). Writing is a skill that needs a lot of attentions because it is a difficult skill to be practiced. This is supported by opinion from Khakim (2021) in (Dhananjaya et al., 2024) that the most difficult skill to be mastered is writing. Writing becomes particularly challenging as it demands strong grammar mastery to construct clear and accurate sentences that effectively convey the intended message.

Harmer (2015:22) states that grammar can be generally defined as a knowledge of what words can go where and what form these words should take (Ly, 2023). Students generally struggle to understand grammar. These difficulties in understanding and applying grammar rules often manifest in various grammatical errors in students' writing, which can significantly impact the clarity and effectiveness of their written communication. Grammatical error is a term of error in grammar. Grammatical errors are thought to be errors made by students when they are learning a language since they are unable to comprehend the language's guidelines (Widyasari et al., 2022).

Students' difficulties in understanding and applying these grammatical rules are often seen in their various writings, one of which is descriptive text. In writing descriptive texts, understanding proper grammar is key as this text requires the use of present tense and correct sentence structure to describe objects accurately and effectively. According to Anderson and Anderson (2003) in (Şaşmaz & Çifci, 2023), descriptive text is a text that describes a specific person, location, or object. It is important to encourage students to learn descriptive writing so that they can describe any object in their surroundings.

Mastering descriptive writing can be found not only in the school but also in *PKBM*. *PKBM* (*Pusat Kegiatan Belajar Masyarakat*) or community learning activity center is non-formal education. Coombs & Ahmed (1974) in (Johnson & Majewska, 2022) say that non-formal education conducted outside of the

official system to target specific demographics, including adults and children. *PKBM Eif Course*, as one of the community learning activity centers, applies this non-formal education system to provide affordable English learning services for various groups of people.

In learning descriptive text, students are expected to achieve the learning outcomes namely composing the descriptive texts both oral and written, related to people, animals, and objects, with attention to social functions, text structure, and linguistic elements. While, based on the result of interview with the tutor on November 2nd 2024 the reality shows that there are many errors found in students' writing of descriptive text. The first issue lies in their understanding of text organization, where students struggle to differentiate between orientation and description paragraphs. For example: "My mother's name is Siti. She is 45 years old. She works in a bank. She wakes up at 5 AM every day. My mother is beautiful. She cooks delicious food for me. Yesterday she made me fried rice. She likes watching TV dramas. We went shopping last weekend. I love my mother very much. She has black hair. She is kind". This organizational confusion leads to poorly structured texts that lack clear focus and fail to provide detailed descriptions of the objects being described. The second significant problem relates to language usage, particularly in their command of grammar. For example: "My parents is teacher", "My mother cook rice every morning", or another error is "This is a cat cute". These combined issues result in descriptive text that lack of proper organization and fail to use proper grammar.

This research is relevant to the study that was conducted by (Annisa, 2023) who analyzed the students' grammatical errors in descriptive text writing at SMP Negeri 3 Natar. According to the study's findings, students made mistakes in every category of surface strategy taxonomy, including misordering (2.1% and 0.7%), addition (8.6% and 6.5%), omission (25.7% and 39.5%), and misinformation (63.6% and 53.2%). Another research is conducted by (Arisman, 2023) investigated the student most commonly makes grammatical errors when writing descriptive texts. The findings indicate that the students' writing contained 328 errors. When writing descriptive texts, students make the

following errors: noun phrases (49.7%), verb phrases (36.3%), adjective phrases (8.8%), and adverb phrases (5.2%). With a cumulative total of 163 errors, or 49.7%, the author discovers that the majority of the students' grammatical mistakes were in noun phrases.

The two studies above find out about the errors made by students in writing descriptive texts grammatically. However, a good understanding of grammar does not guarantee that students are able to write descriptive text correctly. According to Brown (2001) in (Purnamasari et al., 2021) the following categories of English descriptive text indicators namely: mechanics, vocabulary, grammar, content, and organization. In this case, the researcher highlights the organization in the descriptive text which is part of the problem found by the researcher. So, this study focuses on analyzing the errors in students' descriptive text writing not only grammatically but also in writing the correct text organization.

Finally, the researcher would like to analyze the errors in students' descriptive writing by focusing on errors in text organization and grammar with the title **“An Analysis of Text Organization and Grammatical Errors in Writing English Descriptive Text for Students in *PKBM* Eif Course”**.

1.2 Identification of the Problem

Based on the background of the problem, researcher identifies several problems, namely:

- 1.2.1 Students can not differentiate between identification and description paragraphs, resulting in poorly structured text.
- 1.2.2 Students demonstrate significant difficulties with language usage, particularly grammar.
- 1.2.3 These combined issues result in descriptive text that lack of proper organization and fail to use proper grammar.

1.3 Focus of the Research

Based on the identification of the problem, the researcher focuses on analyzing the errors in students' descriptive text writing, particularly in the part

of students' errors in text organization of descriptive text and students' errors in grammar use.

1.4 Formulation of the Problem

Based on the focus of the research, the researcher formulates the problem, namely:

- 1.4.1 What are the errors in text organization made by students in writing English descriptive text at *PKBM* Eif Course?
- 1.4.2 What are the grammatical errors made by students in writing English descriptive text at *PKBM* Eif Course?
- 1.4.3 What are the factors that cause errors in text organization and grammar in writing English descriptive text?

1.5 Objective of the Research

The objectives of this research, namely:

- 1.5.1 To analyze the errors in text organization made by students in writing English descriptive text at *PKBM* Eif Course.
- 1.5.2 To analyze the grammatical errors made by students in writing English descriptive text at *PKBM* Eif Course.
- 1.5.3 To identify the factors that cause errors in text organization and grammar in writing English descriptive text.

1.6 Significance of the Research

1.6.1 Theoretically

- a. This research contributes to the existing body of knowledge about text organization and grammatical errors in writing English descriptive texts.
- b. The findings of this study can serve as a reference for future researchers interested in investigating text organization and grammatical errors in English writing, especially in the context of community learning centers (*PKBM*) or similar non-formal educational institutions.

- c. This research helps expand the understanding of how diverse student backgrounds in non-formal education settings may influence their structural and grammatical accuracy in writing descriptive texts.

1.6.2 Practically

a. For Tutors:

- The findings can help tutors identify common errors in text organization and grammar made by students in writing descriptive texts.
- This knowledge can guide tutors in developing more effective teaching strategies and materials focused on preventing these specific types of errors.
- Tutors can use the results to create targeted exercises and interventions for improving students' writing accuracy.

b. For Students:

- Students can become more aware of common errors they might make in writing descriptive texts.
- This awareness can help them improve their writing accuracy and develop better self-editing skills.
- The findings can help students understand their specific areas of weakness in English writing.

c. For *PKBM* Eif Course:

- The research results can inform curriculum development and material design for teaching descriptive text writing.
- The findings can help the institution improve its English language teaching program by addressing specific structural and grammatical challenges faced by students.
- The results can serve as a basis for developing assessment criteria for writing tasks.

d. For Other Non-formal Educational Institutions:

The findings can provide insights into common structural and grammatical challenges faced by students in similar settings. Also the research can serve as a model for conducting similar analyses in

other community learning centers. Finally, the results can help inform best practices for teaching English writing in non-formal education contexts.

e. For UNIAS

- The findings can inform UNIAS's English department in revising and enhancing their curriculum, particularly for courses focused on writing skills and grammar. Understanding common errors in structural and grammatical made by students at *PKBM* EIF Course provides valuable insights for designing more targeted and effective teaching materials.
- UNIAS can utilize this research to develop specialized training programs for pre-service teachers, focusing on strategies to address and prevent common structural and grammatical errors in descriptive writing.
- Conducting practical, application-oriented research strengthens UNIAS's reputation as an institution committed to addressing real educational challenges in the community.