

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 The Analysis

a. Definition of Analysis

According to (Huda, 2023) an analysis involves a series of connected problem-solving exercises, a planned and imaginative process, and a reexamination of previously discussed issues. While, Wiradi (2006) in (Annisa, 2023) says that sorting, dissecting, and differentiating items to be categorized and grouped based on specific criteria, followed by determining their significance and relevance, are all components of analysis.

Based on the definitions above, can be concluded that analysis is a comprehensive process that combines systematic organization with creative problem-solving. It involves methodically breaking down, sorting, and categorizing information while also requiring imagination and planning to understand relationships and significance. The process is iterative, allowing for the reexamination of materials to discover new insights and connections, ultimately leading to a deeper understanding of the subject matter.

b. The Importance of Analysis

(Alem, 2020) says that the analysis can describe and summarize the data, find relationships between variables, compare variables, find differences between variables, and forecast results regardless of whether the data is qualitative or quantitative. Furthermore, in its broadest definition, analysis could be described as the process of separating or returning to the more basic elements that allow something that was initially taken for granted to be explained or rebuilt (Etuk, 2023).

Based on these definitions, analysis serves as a systematic process to break down complex information into fundamental elements, enabling researchers to understand, explain, and reconstruct phenomena

in meaningful ways. Through analysis, researchers can identify patterns, relationships, and differences among variables, leading to deeper insights and comprehensive understanding of the subject being studied.

2.1.2 Writing Skill

a. Definition of Writing

Writing skill is the most crucial and requires specific attention and separation, since many students view writing as the most challenging and significant obstacle (Fadli, 2023). In (Christina & Rasmita, 2021) state that writing is a means of putting thoughts, feelings, arguments, and willingness into words. While, (Purnamasari et al., 2021) say that since it can help them develop other language skills and sharpen their critical thinking abilities, writing is an essential English language ability for students to acquire. Furthermore, Nurjayanei (2019) explains that writing is a creative process that involves several stages of preparation in order to accomplish a specific objective (Rahayu, 2023).

Finally, it can be concluded that writing is a multifaceted and complex skill perceived as challenging by students. It is not merely a linguistic task but a cognitive process that encompasses thought expression, critical thinking development, and creative communication. Multiple scholars emphasize writing's significance beyond linguistic competence, highlighting its role in personal expression, intellectual growth, and language skill enhancement. Despite being viewed as a challenging skill, writing is recognized as a crucial competency that requires systematic approach, specific attention, and deliberate practice to master effectively.

b. Importance of Writing in Language Learning

The importance of writing is mentioned in (Purnamasari et al., 2021). They say that students can enhance their vocabulary, grammatical structure, and idiom through writing. Writing is a crucial ability for language learners to acquire since it pushes them to think critically in order to write well (Purba, Sianturi, & Siahaan, 2022 in

Hartini, 2023). And according to (Lestari, 2023) writing skill is important because it is the ability to translate feelings and thoughts into a series of signs or symbols that the reader can understand and put on paper.

Based on these perspectives, writing plays a vital role in language learning as it serves multiple essential functions. It acts as a comprehensive skill that enhances students' language proficiency by developing their vocabulary and understanding of grammatical structures. Furthermore, writing promotes critical thinking abilities since students must organize and articulate their thoughts coherently. Most importantly, it serves as a medium for self-expression, allowing learners to effectively communicate their thoughts and feelings in a way that others can understand, making it a fundamental skill in language acquisition and communication.

c. Challenges in Writing Skill

Bryne (1988) in Pratiwi (2015) cited by (Fahmi & Rachmijati, 2021) explain that due to their limited vocabulary, the students find it challenging to put their ideas into words. It is challenging for the students to write grammatically correct sentences because of their poor command of the language. The students' poor spelling and punctuation skills prevent them from writing clearly and accurately. The students lack confidence in their ability to write because they are not motivated to learn the craft.

According to (Christina & Rasmita, 2021), almost all students at every educational level find that writing is the most challenging language skill to learn during the teaching and learning process of English. Because several aspects of the English language, such sentence structure, grammar, vocabulary, spelling, and so on, differ between the target language and their mother tongue, the students see English rules as being extremely complex. These make it challenging for individuals to write about themselves in a way that is accurate, understandable, and straightforward.

Finally, it can be concluded that both sources highlight that writing in English is a complex skill for students. The primary challenges include vocabulary limitations, difficulty constructing grammatically correct sentences, weak spelling and punctuation skills, and language structural differences between the native and target languages. These factors not only affect technical writing abilities but also significantly impact students' confidence and motivation in learning English writing skills.

2.1.3 Descriptive Text

a. Definition of Descriptive Text

There are several researchers who mention the definition of descriptive text. This includes (Annisa, 2023) that states descriptive text is a text that may describe the characteristics of a person or object. The next researcher is (Arisman, 2023), explains the texts that provide a detailed description of a person or object are known as descriptive texts. Moreover, according to (Rahayu, 2023) a descriptive text allows the reader to see, hear, feel, or experience what the author is describing by providing a detailed description of an object, place, event, or living being.

Finally, it can be concluded that descriptive text is a type of text that provides detailed written descriptions to help readers visualize, experience, or understand the characteristics of specific subjects like people, objects, places, events, or living beings. The text aims to create a clear mental picture by presenting specific details that engage the reader's senses.

b. Purpose of Descriptive Text

Simon (1998) in (Walasari et al., 2021) mention the purposes of descriptive text, namely to impress, to convey emotions, to relate personal experiences, to educate (for a reader who is not familiar with the topic), to educate (to foster a new appreciation for the known), and to persuade (to convince the reader that certain music videos denigrate

women). While, according to (Rahayu, 2023) claims that descriptive text is meant to explain and describe any object. Others say that descriptive text is supposed to provide a description of a specific person, object, or location (Hornbill, 2017:4 in Rahmadiyah, 2020).

Based on the explanation above, it can be concluded that descriptive text serves multiple key purposes: to create impressions, evoke emotions, share personal experiences, educate readers about familiar and unfamiliar topics, and potentially persuade. Its fundamental purpose is to provide detailed descriptions that effectively convey the characteristics of specific subjects, whether they are people, objects, or locations, enabling readers to form clear mental images of what is being described.

c. Kinds of Descriptive Text

The kinds of descriptive text is explained by Luber (2014:31) in (Rahayu, 2023), namely:

- An explanation of the individuals
Writing about people is different because people are different. Since you are frequently asked, "What's so-and-like?" you are most likely already aware of some of the complications. Depending on the circumstance, your response may return to identification, an impression, or a character sketch.
- An explanation of Place
In describing places, there is no strict sequential pattern required (like starting with walls or floors). However, the description must be organized logically to help readers visualize the scene clearly. Writers can enhance the description by including a controlling idea that conveys a specific attitude or impression about the place. The arrangement of details should be determined by the subject matter and the writer's purpose rather than following a fixed order.
- An Explanation of Thing
In description of a thing, the author should have a clear idea of what they are describing. Additionally, by employing appropriate nouns

and powerful verbs, author tries to make the topic as captivating and engaging for the readers.

According to (Rahmadiyah, 2020) descriptive text is divided into three, namely:

- Describing people

Describing people in descriptive text can be approached through three methods: identification, which focuses on observable physical characteristics and statistics; impression, which conveys the overall sense or feeling about the person; and character sketch, which provides a comprehensive description combining both physical and character traits to create a complete portrait of the individual.

- Describing place

When writing descriptions of places, students should organize their details strategically to create engaging paragraphs that help readers visualize the location. Rather than following a fixed pattern, the description should be guided by a controlling idea that conveys a specific attitude or impression about the place, with the arrangement of details determined by the writer's subject and purpose.

- Describing thing

When describing things, students need to utilize their imagination effectively to create vivid descriptions. To make the subject matter engaging and clear to readers, they should employ specific proper nouns and strong, descriptive verbs that accurately capture the object's characteristics.

Based on this explanation, it can be concluded that descriptive text is categorized into three main types: description of people, places, and things. Description of people involves three approaches: identification (physical characteristics), impression (overall feeling), and character sketch (comprehensive portrayal). Description of places requires strategic organization of details guided by a controlling idea, without

following a rigid pattern. Description of things demands effective use of imagination, proper nouns, and strong verbs to create vivid portrayals of objects. Each type requires specific writing techniques to effectively convey detailed characteristics of the subject being described.

d. Generic Structure of Descriptive Text

According to Rusmawan (2017), there are two generic structures found in English descriptive texts: description and identification. Identification entails outlining the topic's general description as well as the unique qualities of the thing, location, or individual being discussed. Readers are able to recognize the subject in identification. The author presents the topic in this section. In the description, physical characteristics are illustrated, the purpose and people are explained, features and their uses are explained, and interesting facts and properties are described. Author can explain a specific feature, attribute, or aspect of the object in a description (Purnamasari et al., 2021).

Furthermore, (Annisa, 2023) mentions the generic structures of descriptive text is as follows:

- Identification, identifying and outlining the subject or object that will be discussed.
- Description, outlining the features of topic, such as its physical, behavioral, psychological, etc.

Another source comes from Purwanti in Fatimah cited by (Chairunnisa, 2021) who mentioned that descriptive text has two generic structures, namely identification and description. Identification is a part that identifies the object that going to be described. While, description is a part that is a part that explains the features, attributes, and traits of the subject, object, or person. The purpose of the description was to provide enough information about the object as stated in the identification.

While, Sofyan in (Ferdiansyah, 2020) stated that the first structure is identification. It identifies or presents the phenomenon that needs to be explained. It means that when students describe something, they explain

it in light of the overall circumstances. The topic's general circumstance is similar to that of a president, animal, city, etc. The second structure is description. In description, the following features are described in order of significance: physical appearance, qualities (degree of excellence, beauty, or worth/value), and other characteristics (significantly unique aspect). It indicates that a description includes a significant image or photograph or words that describe a person's physical attributes, such as large body, thin, tall, medium, short, and so forth. In the meantime, qualities include being a good girl, attractive, courteous, intelligent, strong, kind, etc. Here, "unique" refers to being different from someone else.

Based on the provided sources, descriptive text follows a consistent two-part generic structures. Identification serves as the opening section that introduces and identifies the subject, object, or person to be described, providing readers with the general context and enabling them to recognize what is being discussed. Description follows as the detailed section that elaborates on the subject's physical characteristics, qualities, behavioral traits, features, functions, and unique attributes, typically arranged in order of significance from general to specific details. This structure ensures that readers first understand what is being described before receiving comprehensive information about its various aspects and properties.

e. Language Features of Descriptive Text

Language features in descriptive text refer to the specific linguistic elements and grammatical patterns that are typically used to create effective descriptions. These features are the essential language tools and patterns that writers use to create clear and vivid descriptions of people, places, or things. Key language features in descriptive text stated by (Rahmadiyah, 2020) include: simple present tense since it describes the object, uses the adjective to make the noun more clear (e.g., attractive women, a brilliant student, a wonderful place), and the use of

an action verb to indicate an activity (which is visible), such as sing, ride, look, etc.

Another explanation comes from (Rahayu, 2023), the language features of descriptive text, namely:

- Noun
Employing particular nouns, like my cat, my boyfriend, and the National Monument, in addition to frequently using adjectives to define the use of nouns, like a large house, an intelligent student, or an independent woman, etc.
- Simple present tense
It uses simple present tense to describe current states or regular actions. For example: “The house stands tall” or “She works as a teacher”, and etc.
- Action verb
Make use of verbs that denote visible actions, such as walk, sing, dance, sleep, and so forth.
- Figurative language
Using language that is descriptive or figurative, this type of writing typically employs a metaphor to give the reader examples, such as “My love for you is as big as the ocean.”

Based on these sources, it can be concluded that descriptive text employs several key language features to create effective descriptions. These include the use of simple present tense to describe current states or regular actions, specific nouns to identify particular subjects, adjectives to provide clear and detailed attributes of nouns, action verbs to show visible activities, and figurative language like metaphors to create vivid imagery. These linguistic elements work together to help writers create clear, detailed, and engaging descriptions that enable readers to visualize the subject being described.

2.1.4 Grammar

a. Definition of Grammar

Grammar is the study of how words work together to form meaningful sentences (Annisa, 2023). According to (Ly, 2023) in general, grammar refers to the understanding of word, phrase, clause, and sentence types as well as the internal rules governing the construction of sentences in a language. While, (Nikmah et al., 2022) say that grammar is understanding the various parts of speech, tenses, phrases, clauses, and syntactic structures that are employed to produce grammatically sound English sentences. Moreover, Harmer (2004:31) in (Rahayu, 2023), students should concentrate on using proper language when writing. This implies that students cannot neglect to use proper grammar when writing. After all, producing meaningful sentences requires that students be able to write in a grammatically correct manner.

It can be concluded that grammar is the fundamental framework that governs how words combine to create meaningful communication in a language. It encompasses everything from basic word usage to complex sentence construction, including parts of speech, tenses, phrases, and clauses. For students and writers, understanding and applying proper grammar is essential, as it ensures their writing is both comprehensible and effectively conveys their intended message.

b. Grammatical Error

Many students frequently make grammar errors when writing texts as part of their learning process. According to (Christina & Rasmita, 2021) grammatical error is one that violates every grammatical rule in a language, rendering someone's written work inappropriate for readers to read. Burt & Kiparsky (1972) in (Annisa, 2023) states that a grammatical error is one that does not follow the rules of grammar and can lead to poor writing. While, (Mufidah & Islam, 2022) mention that grammatical error is the term used to describe grammatical errors.

Finally, it can be concluded that grammatical errors, as defined by various scholars, refer to violations or deviations from established grammatical rules in a language. These errors, which occur when writers fail to follow standard grammar conventions, make written work inappropriate or difficult for readers to comprehend and result in poor writing quality. In its simplest definition, grammatical errors are mistakes made in the usage of grammar that impair effective written communication.

c. Causes of Grammatical Errors

By turning some words into paragraphs, the student make errors. Richard (2002) distinguishes between two kinds of errors. They are interlingua and interference. Word for word, the interference is converted into sentences. The writer's errors due to ignorance of English grammar rules are known as interlingua. English and Indonesian grammar differ from one another. For instance, Indonesian sentences do not have the same tenses as English sentences. Inaccuracies in writing can have an impact on the reader's understanding of the text (Arisman, 2023).

Furthermore, (Annisa, 2023) mentions the causes of grammatical errors consist of performance errors, learning errors, and excessive generalization. In performance errors, the speaker's ignorance of grammatical rules is not the cause of the error. Rather, it is a processing error that occurs when a speaker or language learner is speaking or writing. While, in learning errors, a rule and/or the restrictions that go along with it are frequently simply not internalized by English language learners. And when a student applies a grammatical rule to a form that does not accept it, this is known as excessive generalization.

Grammatical errors stem from several distinct sources, primarily categorized as interlingua, interference, performance errors, learning errors, and excessive generalization. Interlingua errors occur when students misunderstand English grammar rules, while interference happens when they directly translate from their native language (like

Indonesian) to English without considering structural differences. Performance errors aren't due to lack of knowledge but rather processing mistakes during communication, whereas learning errors result from students not fully internalizing grammatical rules. Finally, excessive generalization occurs when students incorrectly apply grammar rules to situations where they don't apply.

2.1.5 Surface Strategy Taxonomy

a. Definition of Surface Strategy Taxonomy Errors

Due to comparative categorization and communicative effect taxonomy, the surface strategy taxonomy put forth by Dulay, Burt, and Krashen was created in order to analyze learner errors. It comprises multiple options for error classification (Huda, 2023). According to (Manurung et al., 2022), the surface strategy focuses on the alteration of surface features. Its primary goal is to identify the cognitive processes that underlie the learner's reconstruction of the new language. (Mufidah & Islam, 2022) stress that the surface strategy taxonomy describes how students' altered surface structure can remove necessary items or add extraneous ones; they may also misplace or provide inaccurate information about an item.

Based on these theories, it can be concluded that surface strategy taxonomy, developed by Dulay, Burt, and Krashen, is an analytical framework that examines how learners modify the surface features of language when making errors. This taxonomy focuses on understanding the cognitive processes behind language learning by analyzing how students alter language structures. It provides a systematic way to classify and understand the types of modifications learners make when reconstructing the target language.

b. The Importance of Surface Strategy Taxonomy Errors

(Huda, 2023) mentions that because the surface strategy taxonomy can physically highlight the cognitive underpinnings of the learner's reconstruction of the mother tongue and target language, it is highly

helpful for categorizing errors. Furthermore, the surface strategy taxonomy describes the structural changes made by learners. In this case, the learner's words either had too many essential or superfluous elements. Furthermore, there is an error in the arrangement or form (structure) of this structural change (Annisa, 2023).

Finally, it can be concluded that surface strategy taxonomy serves as a valuable tool for understanding language learners' errors by revealing the cognitive processes behind their language reconstruction attempts. Its significance lies in its ability to systematically identify and categorize structural changes learners make when moving between their native language and the target language, whether these changes involve missing elements, unnecessary additions, or incorrect formations. This systematic approach to error analysis helps in understanding how learners process and adapt language structures.

c. **Types of Surface Strategy Taxonomy Errors**

The types of surface strategy taxonomy errors consists of omission, addition, misformation, and misordering. The lack of an element that is necessary for a coherent utterance is what defines omission errors. Certain morphemes are omitted more frequently than others, even though any word or morpheme in a sentence could be omitted. Addition are the opposite of omission errors. The presence of an element that shouldn't be in a coherent utterance is what defines them. The use of the incorrect morpheme or structure is what defines misformation errors. In misformation errors, the learner provides something, but it is incorrect, whereas in omission errors, nothing is provided at all. The improper arrangement of a morpheme or group of morphemes in an utterance is known as a misordering error (Mufidah & Islam, 2022).

According to (Huda, 2023), there are four types of error in surface strategy taxonomy: omission, addition, misformation, and misordering.

- **Omission:** Absence of an element that is necessary for a coherent utterance is what defines omission.

Example

Sentence : She went to the store and bought some milk.

With omission: She went to the store, bought milk.

- **Addition:** The opposite of omission is addition. An item that is required to be absent from a well-formed utterance sets them apart.

Example

Sentence : She is very beautiful.

With addition : She is very beautiful pretty.

- **Misformation:** Misformation is the use of an incorrect morpheme or structure. When a student provides information, even if it is inaccurate, it is called a misformation error.

Example

Sentence : She walks to school every day.

With misformation : She walking to school every day.

- **Misordering:** The improper arrangement of a morpheme or group of morphemes in an utterance is known as misordering.

Example

Sentence : She bought a beautiful dress.

With misordering : She bought a dress beautiful.

Finally, it can be concluded that surface strategy taxonomy identifies four primary types of language learner errors: omission (removing necessary elements), addition (inserting unnecessary elements), misformation (using incorrect morphemes or structures), and misordering (arranging morphemes incorrectly). Each error type reveals unique aspects of language learning processes, demonstrating how students navigate the complexities of constructing sentences in a new language by inadvertently modifying grammatical elements.

2.1.6 Non-Formal Education

a. The Concept of Non-Formal Education

Non-formal education is a systematic and organized educational activity conducted outside the formal education system, designed for

specific groups of adults and children. This approach emphasizes learner needs and interests, featuring structured yet flexible learning that is voluntary and driven by intrinsic motivation. Non-formal education focuses on practical knowledge and skills development in concrete contexts. It serves two main purposes: reaching those underserved by formal education and promoting social inclusion for marginalized learners. Unlike formal education, it places less emphasis on formal qualifications and maintains a balanced focus on intellectual, emotional, social, and behavioral aspects in its learning process. The system typically involves experience-based learning, mentoring approaches, and group activities with symmetric interactions between participants, making it a comprehensive alternative to traditional formal education (Johnson & Majewska, 2022).

In (Almeida & Morais, 2024) discuss the concept of non-formal education. It explains that non-formal education can be concisely defined as an alternative and complementary learning approach that occurs outside traditional school settings, characterized by its flexibility, voluntary nature, and focus on practical community needs. It differs from both formal education (structured school-based learning) and informal education (everyday socialization learning). Key researchers emphasize that non-formal education is learner-centered, typically involves short-duration programs, and is particularly valuable in developing countries where it helps address educational gaps and social challenges. The approach is especially important for reaching marginalized populations, promoting lifelong learning, and addressing immediate community needs through various programs like adult literacy, life skills development, and cultural initiatives. While it doesn't usually lead to formal qualifications, non-formal education plays a crucial role in social development by providing educational opportunities to those who might otherwise be excluded from traditional educational systems.

Based on both sources, it can be concluded that non-formal education represents a structured yet flexible learning approach that operates outside traditional school systems, bridging the gap between formal and informal education. It is characterized by its voluntary nature, learner-centered methodology, and focus on practical skills and knowledge that directly address community needs. This educational approach particularly serves marginalized groups and those underserved by conventional education systems, emphasizing experiential learning, mentoring, and group activities without the pressure of formal qualifications. While it may not result in traditional academic credentials, non-formal education plays a vital role in promoting social inclusion, lifelong learning, and community development through programs like adult literacy, life skills training, and cultural initiatives.

b. The Role of Non-Formal Education

According to Law Number 20 of 2003, non-formal education is one of the systematic, upgradeable educational pathways that can be pursued outside of formal education (Hafid et al., 2024). (Fauziah et al., 2021) state that the Law Number 20 Year 2003 Article 26 Verse 3 explains that non-formal education includes humanity education, childhood development, education, teenage education, feministic education, literacy education, work skills, coaching education, equality education, and other educations that aim to improve the students' potential. While, in Article 26 paragraph 4 of Law No. 20 of 2003 states that non-formal education is conducted in a variety of settings, including taklim assemblies, training facilities, study groups, Community Learning Centers (*PKBM*), and course institutions, among other comparable educational settings (Muyassaroh & Fitri, 2021).

(Undang-Undang Republik Indonesia No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional): In Article 26 of Law No. 20 of 2023 further explains that verse 1 “Non-formal education is organized for community members who need educational services that function as a substitute, supplement, and/or complement to formal education in order

to support lifelong education”. Verse 2 “Non-formal education functions to develop the potential of students with an emphasis on mastering functional knowledge and skills as well as developing professional attitudes and personalities”. Verse 5 “Courses and training are organized for people who need knowledge, skills, life skills, and attitudes to develop themselves, develop a profession, work, independent business, and/or continue their education to a higher level”. Verse 6 “Non-formal education results can be valued equally with the results of formal education programs after going through an equalization assessment process by an institution appointed by the government or local government with reference to national education standards”.

Finally, it can be concluded that non-formal education serves as a vital complementary pathway to formal education in Indonesia, functioning as a substitute, supplement, or complement to traditional schooling. Operating through various institutions like Community Learning Centers (*PKBM*), course facilities, and study groups, non-formal education aims to develop students' potential with emphasis on functional knowledge, skills, and professional attitudes. It provides essential educational services to community members through diverse programs including work skills training, literacy education, and equality education. Importantly, non-formal education results can be valued equally with formal education outcomes after undergoing proper assessment processes, supporting the concept of lifelong learning while offering flexible educational options that address specific community needs and help individuals develop themselves professionally or prepare for higher education.

c. *PKBM* Eif Course

PKBM Eif Course, which stands for English Inspiring Famomaha, is an English course institution located in Gunungsitoli City. The course was established in 2021 by Fidelis Halawa, a professional tutor with teaching experience in various educational institutions, both domestically and internationally. His teaching experience includes

positions as Managing Director at Grants Campus, Medan; English Instructor at St. Paul's International School, People's Republic of China; as well as teaching in various schools in Indonesia and China.

The main objective of establishing *PKBM* Eif Course is to help the people of Gunungsitoli and surrounding areas in mastering English effectively and efficiently. The course offers a variety of learning programs tailored to the students' level of knowledge and needs, ranging from basic to advanced levels. The learning methods applied include kinesthetic, auditory, and visual approaches, as well as outdoor learning sessions to create a fun and non-boring atmosphere.

One of the materials listed in the syllabus used at this institution is descriptive text material. This material specifically deals with describing people, animals, and objects in simple and structured ways. It teaches students to identify and understand the structure and linguistic features of descriptive texts. The lesson covers two main components: identification, where the subject of description is introduced, and description, which provides details about physical characteristics, traits, functions, or habits. Key language features include the use of adjectives for descriptions, the simple present tense for factual statements, relational verbs (e.g., "is," "has"), and conjunctions to connect ideas. The lesson aims to develop students' ability to create clear and concise descriptive texts in both spoken and written forms.

In addition to focusing on English language teaching, *PKBM* Eif Course also provides training for UTBK-SNBT, TNI & POLRI, Official School and Superior High School Entrance Tests, psychological tests and interview tests to support students' further education or professional career preparation. Thus, *PKBM* Eif Course plays a role in improving the language skills and academic and professional readiness of the people in the region.

PKBM Eif Course has a vision and mission which are the vision: "Making *PKBM* Eif course as a guidance and learning clinic that can

produce Smart Human Resources and positive character, achievements for the progress of the nation and state”. And the mission:

1. Work and serve the good and progress in the world of education.
2. As a place to develop the potential of students or Eif Course’s tutors and professionals in order to produce smart and mature human resources.
3. To help the government to produce students who uphold the values of honesty, kindness, confidence, independence, humility, positive character and good character.
4. As a means to improve the welfare and economic resilience of Eif Course's tutors and professionals.

Since its establishment in 2021 until now in the Gunungsitoli City Region, the development of *PKBM* Eif Course has grown greatly because it has produced a lot of quality output so that until now there are many queues of children to enter the *PKBM* EIF Course. And one of the things that distinguishes this institution from other institutions is the quality of the tutors and learning methods.

2.1.7 Relevant Research

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 misformation (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.

So, both studies reveal that students consistently struggle with fundamental grammatical structures when writing descriptive texts. The most prevalent errors occur in basic sentence construction elements, with noun-related errors being particularly problematic. The research demonstrates that grammatical errors in descriptive writing are systematic rather than random. Students appear to have particular difficulty with word formation rules and noun phrase construction, which are fundamental to creating effective descriptive texts. The high error rates across multiple grammatical categories suggest that students need targeted instruction focusing on these specific areas to improve their descriptive writing proficiency. These findings indicate that educators should prioritize teaching noun phrase construction and word formation rules when helping students develop their descriptive writing skills.

2.2 Conceptual Framework

The conceptual framework presents a systematic approach to analyzing text organization and grammatical errors in English descriptive writing among students in the *PKBM* EIF Course. The research process is initiated by the researcher's engagement with the course through three primary sources: the syllabus, descriptive text materials, and an interview with the course tutor. These sources converge to identify the problems found in student writing, which are then examined through multiple lenses including learning outcomes and the practical reality of existing challenges.

The framework reveals several problems by identifying gaps in three key areas: the research gap, problem gap, and theory gap. These gaps provide the foundation for exploring the novelty of the research. The novelty of this research can then form a research title, namely **“An Analysis of Text Organization and Grammatical Errors in Writing English Descriptive Text for Students in PKBM Eif Course”**.

The title of this study was studied with various theories listed in the literature review and formed a theoretical framework then conceptualized in the conceptual framework. The research method used qualitative methods and

used instruments, namely writing tests and tutor's interviews. The aspects that were sought out in the writing test were text organization and grammatical errors. The results of text organization showed that most students have been able to write the identification part well, but there was one student who did not write this part correctly. Meanwhile, the description section showed that only about 9 (39%) of students were able to structure the description from general to specific, according to the rules of descriptive text. In contrast, 14 (61%) of students wrote the description section in an unorganized manner. Some students also wrote incomplete descriptions, omitting important elements such as physical characteristics or unique attributes of the subject. While, the results of grammatical errors showed that misformation is the most common type of error found in student writing is misformation at 57.14%, followed by omission at 23.9%, addition at 12.03%, and the lowest is misordering at 6.77%.

