

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

This study concludes that students at *PKBM* Eif Course still face considerable difficulties in organizing paragraphs and applying correct grammar in writing descriptive texts in English. 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.

In terms of grammar, students made the most errors of misformation 57.14% and omission 23.9%, which showed that they still had difficulties in using verb tenses, sentence structure, and important elements such as articles and subject-verb agreement.

Interviews with tutors supported these findings and emphasized the need for more targeted teaching and consistent feedback.

Overall, the results of this study show the importance of improving students' understanding of text structure and grammar through structured teaching methods, especially in non-formal learning contexts.

5.2 Recommendation

There were some recommendations from researcher after conducted the research, namely:

a. For the students

Students are advised to be more active in learning paragraph structure in descriptive texts, especially in understanding the functions of topic sentences, supporting sentences, and concluding sentences. Students also

need to increase awareness of grammatical errors by revising their own writing regularly and doing regular writing exercises.

b. For tutors/teachers

Tutors are expected to provide more structured and systematic teaching, especially in explaining the structure of descriptive text. Approaches such as guided writing, the use of model texts, paragraph development exercises, and specific and consistent feedback are highly recommended. In addition, tutors can utilize peer review and group discussion to encourage student engagement in improving their writing.

c. For PKBM Institutions

Institutions are advised to provide additional training for tutors on writing teaching strategies and language error analysis. In addition, it is necessary to develop a writing learning module that suits the needs of PKBM students, by adjusting the level of difficulty gradually.

d. For the next researchers

The research was only conducted on one type of text, namely descriptive text, so the results cannot be generalized to different contexts of text use. Therefore, the next researchers are advised to expand the analysis material to other text types such as narrative, recount, or procedure text to see the consistency of errors in different writing genres.