

Grammatical and Lexical Challenges in Writing Descriptive Text: A Case Study of the Seventh-Grade Students at SMP Negeri 15 Denpasar

Anak Agung Putri Kusuma Dewi

I Gusti Bagus Sugriwa Denpasar State Hindu University, Bali,

Email: anakagungkusumadewi08@gmail.com

Abstract

Although several research has examined the challenges in writing descriptive text, still limited attention in grammatical and lexical challenges in writing descriptive text. To close this gap, this study aimed to analyze students' challenges in writing descriptive text and identify factors influence those challenges. The data were collected from 35 seventh grade students at SMPN 15 Denpasar using content analysis and interviews. The data were analyzed using qualitative data analysis from Miles and Huberman (2014). The findings shown that grammatical challenges appeared are verb, pronoun, auxiliary, adjective, tenses, article, preposition, spelling and subject verb agreement, then the lexical challenges appeared are collocation, word meaning, word form and appropriate word use in context. Furthermore, the factors influenced students' challenges come from internal factors included low self-confident, limited grammar knowledge, lexical knowledge, and poor in writing habits. Then external factors included lack of reading habits, limited writing practice, teaching method, learning materials, classroom environment, and time limitation. These findings provide valuable insights for English teachers in designing effective teaching strategies and assessment practice to improve students grammatical and lexical challenges in writing descriptive text. Thus, the study contributes to development of instructional design and assessment in English Language Teaching (ELT).

Keywords: *Descriptive text, Grammatical Challenges, Lexical Challenges*

INTRODUCTION

Writing skill is basic skills for students in express students' thoughts in a structured manner. Writing is a skill that involves various aspects, namely organize idea, choosing suitable vocabulary, using correct grammatical form, and creating coherence and clarity in a text (Fitria 2024). Writing skills are often considered the foundation for language learning because the writing process requires students to understand the language in depth before they can develop reading, speaking, and listening skill (Tulkinovna 2025). Students with writing skills easy to understand with various types of texts in English. With writing skills, students can increase vocabulary and grammar quickly because they practice in real contexts (Horn 2024). This skill is important for students in creating text that is supported by grammar and lexical.

Grammar in writing as the main foundation that determines the clarity, accuracy, and effectiveness of written communication. According to Rijt and Coppen (2021) grammar is a system that connects form and meaning, so the writing can be understood correctly by the reader. Inaccurate grammar will cause ambiguous meanings so the quality of students' writing will decrease. Grammar has a function to control the flow of information in a paragraph. Thus, grammar is a basic skill that students use to master's in writing. Besides that, lexical knowledge also supports quality of the written text.

Lexical knowledge is another important component that helps determine the expressive power and clarity of meaning in students' writing. Lexical refers to the use of words and typical word patterns in a particular type of text, including how often certain word appear, which words usually go together, and repeated word patterns that form linguistic characteristic of a genre. Haryadi (2022) state that the quality of writing influenced by depth and quantity of lexical mastered by the writer. Alharbi (2023) adds lexical holds control over in the use of adjectives and nouns. Writers with low lexical abilities tend to produce repetitive and less informative sentences, on the other hand the ability to choose the right lexical increases cohesion and coherence in the written text. So, lexical important in writing especially in write descriptive text for junior high school level.

Descriptive text is basic genre texts that junior high school classes learn to improve knowledge in grammar and lexical knowledge. Fauzi (2020) state through descriptive text make students practice basic sentence construction, learn present tense, adjectives, vocabulary, function text, definition, lexical, and structure text. Descriptive text requires students to use specific vocabulary for describe object (Palopo 2022). Besides that, with descriptive text students easy to express idea because the topic close with students' daily experiences (Srisudarso et al. 2021). So, descriptive text is needed to implement in junior high school to improve their knowledge in grammar and lexical.

Previous research has shown that students face common difficulties, in grammatical and lexical challenge when writing descriptive text. According to Mukarromah and Suryanto (2021) found that students often face problems related to tense consistency, especially in descriptive text that requires the use of present tense. Support by Apoko (2023) explain, that limited vocabulary becomes a major lexical difficulty because students often repeat the same word, choose inappropriate adjectives, or fail to use precise lexical items. Another common issue reported from previous studies is the limited exposure to English writing practice, which contributes

to students' grammatical errors (Cuong and Thien 2025). Teaching method use influences the quality of students' writing (Vacalares et al. 2023). Moreover, research from Chung et al. (2021) students with better background knowledge perform better in writing because they can connect new idea in writing. Moreover, studies show that the amount of reading influence students' writing skills (Hattan et al. 2024). Furthermore, emotional factors including anxiety and lack of personal confidence also influence students' ability to write descriptive text effectively (Papadopoulos at al. 2022).

Although several studies have examined students' challenge in writing descriptive texts most of them were focus only on general writing difficulties at different educational level such as Senior High School. There is still limit number of studies that specifically investigate grammatical and lexical challenges in depth that experienced by seventh grade students in writing descriptive texts. To close this gap, this study focuses on analyzing the grammatical and lexical challenges faced by seven grade students and identifying the factors that influences grammatical and lexical challenges in students' writing descriptive text.

METHOD

This research used qualitative case study as a research design. This study conducted at SMP Negeri 15 Denpasar. The participants of this study were 35 seventh grade students and use purposive sampling as a sampling technique. Document analysis and interview were used in this research as a data collection. Furthermore, this study was applied the data analysis technique developed by Miles and Huberman (2014) that is interactive model of qualitative data analysis, which consist of three stages that is data reduction, data display, and drawing conclusion.

DISCUSSION

Based on the analysis of students' descriptive text written text, students made error in using verb that can be seen in sentence "She thin eyebrow" that should be "She has thin eyebrow". Furthermore, errors in the use of verb form between present verb and present continuous verb such as "She also like to watching a K drama", which should be "She also like to watch a K drama". Besides that, student also make errors in using double verbs in sentence "He always do play a Roblox game" instead of "He always play a Roblox game".

Researcher also find students challenges in using pronoun in students' descriptive written text. The most frequent error is the incorrect use of possessive pronouns, as seen in the sentence "He name is Jaya" which should be "His name is

Jaya". In addition, students made error in using double pronoun "My friend his name Dava" instead of "My friend's name is Dava. Furthermore, students also have difficulty in differentiate between subject pronouns and object pronouns, it can be seen in sentence "Devina favorite person is she family" which should be "Devina favorite person is her family".

Furthermore, students made errors in using auxiliar. It can be seen at sentence "He eyebrows is bolt" that should be "His eyebrows are bold" and "His absent number was 30" that should be "His absent number is 30". On the other hand, the example of students not use auxiliary in sentence that should be use auxiliary can be seen in sentence "He from Denpasar, He born on 26 May 2013" instead of "He is from Denpasar, He was born on 26 May 2013" and "she from Bali" that should be "She is from Bali".

Besides that, students faced challenges in using adjective. These errors are related to the adjective choices in sentences for example, in sentence "But I false because he is extrovert" that should be "But I was wrong because he is extrovert". Besides that, students also found difficulties in adjective placement in sentence "He hair is Black Short hair" that should be "He has short black hair". These errors indicates that students still not fully understand the function of adjectives as word to describe noun.

On the other hand, error also found in aspect of tenses. The common error is the use of verb forms that are not appropriate for the simple present tense, which should be used in descriptive text. Other example can be shown in sentence "I wrote this page for describing my partner class" that should be "I write this page to describe my partner class". In addition, students missing past verb in telling birthday such as in sentence "She born at Klungkung Hospital" instead of "She was born in Klungkung Hospital". Those errors show that students still face challenges in understanding the concepts of time in English.

The errors appeared in appropriate article use, in sentence "he has flat nose he has white teeth" that should be "He has a flat nose and white teeth". The errors also come from incorrect use of article, in sentence "He has a black color hair" instead of "He has black color hair". The article errors indicate that students still face challenges in understanding the concept of article in English, which does not exist in the structure of the Indonesian language.

Researcher also find students challenges in using preposition for example, in the sentence "Juli like in colour lilac" which should be "Juli likes the colour lilac". Besides that, students not use preposition in sentence that should requires preposition "He

was born 19 Nov 2012" that should be "He was born on 19 Nov 2012". Those errors show that students still have difficulties in understand and use of preposition.

Next errors appeared is spelling in students written text. The example of spelling error is "call" instead of "tall", "discripsi" instead of "describe", "favorit" instead of "favorite", "Javanisee" instead of "Javanese", "browm" instead of "brown", "discribe" instead of "describe", "apperance" instead of "appearance", "bolt" instead of "bold". From those errors indicates that students are still not familiar with the correct spelling forms of English words.

Then the last errors found in students' descriptive text is subject verb agreement. These errors involve a mismatch between the subject and the verb in a sentence, especially in the use of the simple present tense. For example, in this sentence "He have a small ears" instead of "He has small ears", students failed to adjust the verb form to match with singular subject. In addition, errors such as "He love to sleep" that should be "He loves to sleep". This errors, indicate that students still face challenges in understanding subject verb agreement in English.

Based on the analysis of lexical errors in students written text, the first error found from student writing is word meaning. These errors occur when students choose inappropriate words that not match the intended meaning, for example in the sentence "Sleep make her more spirit" that should be "Sleeping makes her more energetic", students selected an inappropriate word, which change the meaning of the sentence. The other example "He got a sister and little Sister" instead of "He has a sister and a younger sister". These examples show that some students still face challenges in understanding word meaning.

The next error found in students writing descriptive text in lexical is word form. These errors are related to the incorrect formation of words between adverb, nouns and adjectives. For example, in the sentence "Mega is diligenly" which should be "Mega is diligent", "his personality is discipline, diligent, smart and kind" that should be "His personality is disciplined, diligent, smart, and kind", and "She is a joy girl" instead of "She is a joyful girl". These errors indicate that students still have limited understanding on word form.

Other errors in lexical was found in students written text that is collocation. These errors related to the use of inappropriate or unnatural word combinations in English. For example, "He is dark skin" that should be "He has tan skinned", "His hair is little bald" which should be "His hair is a bit bald", "He has cube face" instead of "He has a square face". The examples show that students face challenges in using

appropriate word combination in English and lack of language input, that important for developing natural lexical pattern.

On the other hand, researcher did not found error in the word relation aspect in students' descriptive written text. This finding may show students did not try to use synonym and antonym in their writing. This support by the finding of interview that show, all of the students did not try to use synonym and antonym in their writing because the students did not have much vocabulary to express synonym and antonym especially in describing people.

Errors in appropriate use in context were found only one error. That error related to the use of informal word or slank. The example come from student number thirteen with sentence "He has short hair and roundy face" instead of "He has short hair and round face" that more formal. This show student number thirteen not fully understand the appropriate word use in context.

Based on the results of the student interviews regarding their confidence in writing descriptive texts, it was found that students' confidence is one of the internal factors that influence their writing ability. Most students stated that they felt not confident, nervous, and afraid of making mistakes when writing in English. In addition, the level of students' confidence ranged from low to moderate that is 40%-80%. The low level of students' confidence is caused by their limited vocabulary, limit grammar mastery and lack of knowledge in translating texts in English.

Writing habits is internal factors that influence their writing ability. At the beginning stage of writing, most students stated they observe the object and try to develop ideas before starting to write. This shows that students already have strategy in the writing process, although it is still quite simple. However, in the planning stage most students stated that they do not make a draft or outline before writing, that make their writing less organized. Besides that, all students mentioned that they check their writing before submitting to the teacher. However, students just revise the spelling of words and does not revise other aspects such as grammar or lexical pattern.

Based on the interview all students said that they faced challenge in using grammar in writing. Students' challenges included to several aspects, such as the use of verbs, pronouns, articles, prepositions, tenses, spelling, and subject-verb agreement. In addition, students also mentioned that they often feel confused when trying to construct grammar correctly in sentences. That's mean students still lack in understanding grammar rules, so students often make errors in writing descriptive text.

Furthermore, most students stated they face challenges in choose appropriate words when writing. This difficulty is especially in the use of nouns combination with

adjectives when describing an object. In addition, students also mentioned limited vocabulary, especially adjectives and feel difficult in using synonym and antonym makes it difficult for them to express their ideas clearly and accurately. They often feel unsure when selecting suitable words, which make the result was poor.

In addition, students also face other challenges in the process of writing descriptive texts. Some students stated that they face challenges in organizing ideas when writing. Students feel confused about how to arrange their ideas because limit of vocabulary, which makes their writing less structured and not well organized. In addition, several students mentioned that they face difficulties in translating words from Indonesian into English and difficulties in spelling the words. As a result, this affects the fluency of students descriptive writing.

On the other hand, writing practice also influence students written results. Some students said they actively practice writing outside of class, either independently or through additional assignments. This shows that students have the initiative to improve their writing skills beside classroom activities. However, there are still students who only practice writing during classroom sessions. Students who practice more frequently, can develop their writing skills. On the other hand, limited practice makes students difficult to write descriptive text.

Besides that, reading habits of English texts outside the classroom also influence students in writing. Some students reported that they frequently read English books or texts outside of class. This activity helps in improve vocabulary, understand sentence structures, and gain a better idea of how a well-organized text is written. On the other hand, some students rarely read English book in outside class.

However, teacher explanation got positive responses from the students. Most students stated the teacher begun the teaching descriptive text by explaining the definition, function, and structure of the text. After that, the teacher provided short examples of descriptive texts and then teacher give exercises to help students improve their understanding of how to write descriptive texts. Through this explanation, students admitted that the teacher's explanation is clear and easy to understand.

Furthermore, related to the use of examples, materials, or media by the teacher, show all students stated the examples provided by the teacher, especially in the form of short descriptive texts, were very helpful in the writing process. These examples gave them a clear understanding of how a descriptive text is structured, including its organization and appropriate language use. However, the examples given were quite simple and used basic English.

Furthermore, regarding the classroom environment the result show most students stated they feel quite comfortable when writing in the classroom because the environment is noisy. This situation makes difficult for students to concentrate, which in turn errors in students written text. On the other hand, students feel comfortable when the class is noisy. This finding indicates, the classroom environment gives negative and positive effect for students in writing descriptive text.

Regarding the time limitation to finish the task, it was found that students have different perspectives. Some students expressed that the time provided was not sufficient to complete the writing tasks optimally. They felt that additional time was needed, because they had to translate their ideas from their first language into English. Students who felt not enough time often produce errors in using article, auxiliary, subject verb agreement, verb, and spelling. On the other hand, several students stated that the time given was enough to complete the assigned tasks. These students can manage their time effectively and expressing their ideas directly without requiring translation.

In addition, the biggest challenges in writing descriptive texts, that was found the students face several difficulties during the writing process. Most students indicated that grammar is the main obstacle in their writing. They experience difficulties in constructing sentences according to correct English rules. In addition, several students feel difficult in organizing idea and translating word cause by limit of vocabulary that effecting students writing.

Based on the students written text, many students use inappropriate verb in sentence. This error indicate that students still do not understand about grammar rule. Then based on the students interview show, most students had limited reading practice make limited vocabulary which influenced students' ability to choose appropriate verbs in constructing sentence. This finding in in line with study theory from Dulay et al. (1982), found students often face difficulties in selecting verb in writing descriptive text because students not understand with simple present tense and not understand grammar. This finding also supported by Raya (2022) found students difficulties in using verb for writing descriptive text, because students not interest in English.

On the other hand, many students still confused in using pronoun "he" instead of "his" and "she" instead of "her". These error show that students still had limited understanding about the function and placement of pronoun. In addition, the interview results show several students rarely read English book that made students limited vocabulary mastery, which make students unfamiliar with the use of English

pronouns. This finding supported by Bushra and Phil (2021) who found that students have difficulties in using pronoun cause by lack of reading, limited vocabulary, that made students unfamiliar with the pronoun in English.

Moreover, many students use incorrect auxiliary and inappropriate auxiliary in sentence. The interview results showed that students still confuse in using auxiliary that happened because students not familiar with auxiliary that cannot found in first language such as Indonesia. This finding is in line with study from Garcia and Amado (2025), state students face challenges in auxiliary because students do not have auxiliary in first language. This also same with study by Bushra and Phil (2021) limited mastery of grammar especially in auxiliary makes students produce structural errors that affect the clarity and coherence of the writing produce.

In addition, students often made errors in using adjective. The interview results also showed that students did not know enough adjective vocabulary still lack understanding about adjective rule in English. This finding is in line with previous study by Sulhan (2023) states students experience challenges in adjective, this happened because students do not understand about the role in adjective for like size, shape, color, and noun. Besides that, study by Bushra and Phil (2021), states students' difficulties in adjective happened because students lack of vocabulary.

Moreover, tense use also a common challenge faced by students in writing descriptive text. From the interview results show, students produce error in tenses because lack of practice in writing and lack of reading that made students unfamiliar with tenses use. This finding is in line with study from Patty (2022) that found students face difficulties in tense use for writing because students lack understanding about tenses. This finding supported by Dimas Nugraha (2026) that found tenses error because of students limited reading practice and limited practice.

Besides that, the challenges faced by the students was using article correctly in writing descriptive text. From the interview results show that students did not fully understand in using article in sentence, happened because students limited reading practice and limited writing practice. This finding similar with study by Siahaan (2025) error in article cause by students do not know the function of article in writing. This finding also in line with Wilczewski and Alon (2023) who found students have difficulties in articles, this finding cause by the differentiate between first language and second language role.

Moreover, the students often make errors in selected appropriate preposition. From the interview, students unfamiliar with preposition and had limited understanding the use of preposition. This finding is in line with study from Supriadi

(2023) state that students face difficulties in using correct preposition, that happen because students not familiar with preposition knowledge. This supported by study from Grimaldi (2025) that found students made error because students confuse in using preposition.

Furthermore, errors in spelling appeared because students lack vocabulary mastery, rarely read English books and limited writing practice. This study supported by study from Saha (2025), students made error because they have limited time for reading so they do not have enough vocabulary. On the other hand, study by Nurfidoh and Kareviati (2021) who found spelling is challenges in writing, this happened because students lack interest with English and limited of vocabulary.

In addition, subject verb agreement becomes challenges found in this study that cause by the students not fully understand with grammar rule and rarely reading practice that made students unfamiliar with English sentence structure and verb pattern in written form. The finding also supports by Rabena et al. (2025) found that lack of reading practice made students unfamiliar with sentence structure. Supported by study by Garcia and Amado (2025) who found subject verb agreement is the challenges in writing because students first language has different role with second language.

On the other hand, errors in word meaning because students selected word that did not match the context of the sentence that make sentence was not clear. That happened because students still lack vocabulary mastery and lack understanding of lexical especially in word meaning that made students choose wrong word. This finding is in line with theory Lexical Approach from Lewis (1993) state that word meaning is the challenges that students face in writing because of lack understanding in word meaning. Then study from Reynolds and Xie (2022) state error in word meaning because students just use word in randomly without understand that word.

Moreover, based on the students writing text results, students often use inappropriate word form, such as using adverb or noun instead of adjective such as "diligently" instead of "diligent". This error appeared because students still limited vocabulary and also lack of reading habit that effected on students' ability in word form and also word changes. This finding also in line with Ngoc et al. (2022) that found word form is the challenges for students who write in second language especially in English, because students do not understand with word change and limited reading.

Furthermore, collocation error appeared because students directly translated word from Indonesia into English without understanding the natural word combination that usually used by native speakers. This finding supported with Zare et

al. (2023), state student faced challenges in word collocation, because students are not familiar with natural English usage and lack of reading practice that make students do not have enough vocabulary.

Meanwhile, no error found in word relation category in this study. However, based on the students writing results, no error found in word relation. This happened because the students not try to use synonym and antonym in their writing. Besides that, students avoided using synonym and antonym because they lack of vocabulary. As a result, the researcher did not find the error in word relation. This supported by study Abdalrahman (2022) state that students who have limited understanding in synonym and antonym often avoid to use it. This finding also in line with Priasty (2024) found students in limited knowledge in word relation often not use synonym and antonym in their writing. Even though researcher did not find any errors in students writing, it does not mean, the students did not face challenges in using word relation.

In addition, challenges in the appropriate use of word in context happened because students do not have knowledge in differentiate between formal or informal word. Besides that, lack vocabulary and limited reading practice made students produced error in appropriate word use. This finding also similar with theory from Lewis (1993), said error in appropriate word use happened because student does not have knowledge in differentiate between formal and informal in English. This also supported with study by Riana et al. (2022) happened because student does not understand how words are used in different situation.

Based on the interview, low confidence is one of the internal factors influencing students' challenges. That made students afraid to develop their ideas and the result showed many error in grammar and lexical. This finding similar with study from Papadopoulos et al. (2022) stated that confidence affect students' performance in writing task. This supported by Shen (2025) state students who lack confidence avoid using complex sentence construction, which leads to limited writing quality.

From the interview showed, some students said only practice in school, some rarely practice writing outside classroom, some students mentioned do not made draft before writing, and some students mentioned that they tried to revise their writing before submit. This writing habit influenced students quality of writing and showed many grammatical and lexical errors in descriptive text. This finding is in line with Tram et al. (2024) state writing process included with drafting and revising to produce clear and meaningful text without error. Furthermore, study by Mondal (2023) state revising is important step in minimize errors come in writing.

Moreover, based on the interview, most students said challenges in writing descriptive text is grammar. This finding supported by the result of students written text, where the highest errors were found in grammar. Students produce error in grammar because students not fully understand with grammar rules. This also in line with theory from Hayes (1996), that is Cognitive Process Model of Writing said that cognitive influence people in writing because cognitive in produce ideas, vocabulary, and grammar. This also in line with research from Shen (2025) that found students with well-developed cognitive skills can plan, use correct grammar.

Furthermore, error in lexical happened because students not really understand about lexical and limited vocabulary. This finding supported with theory by Lewis (1993) introduce the Lexical Approach as another part that need to understand in writing as a foreign language. Then supported by study from Jinhee Kim (2025) who found lexical important in writing that allow writers to express idea in deep and correctly in context. Besides that, also in line with theory Cognitive Process Model of Writing by Hayes (1996), state that cognitive influence people in writing because ideas and vocabulary coming from students' knowledge to write descriptive text.

On the other hand, writing practice becomes challenges. Students who rarely practiced in writing became unfamiliar with English sentence structures such as grammar rules and lexical rules in written form. This finding supported with theory Cognitive Process Model by Hayes (1976), that found that practice is one of the cognitive processes in writing, without practice students cannot produce correct sentence in writing. Other study has similar finding such as study from Cuong and Thien (2025) found students need consistence in writing practice to improve their grammatical accuracy and lexical.

Besides that, based on the interview, most students rarely read English books outside classroom activities, that made students have limited vocabulary and limited understanding of language pattern. As a results, students not familiar and produced grammatical and lexical errors such as errors in spelling, pronoun, word form, word meaning, and collocation. This finding also same with study by Kingsley (2025) found reading habit importance in developing students' vocabulary and understanding of language pattern.

Moreover, teaching method become factors influenced students in writing. From the interview, all students stated teacher provide clear explanation which helped students understand the material. But, from the writing text result showed students made many errors. This happened because the teacher just focused on the explanation of descriptive text rather than writing practice. Besides that, students do not have

enough vocabulary to express their idea in written form. This finding is in line with Sadigzade (2025) found clear explanation provide by teacher still make students fail that is happened because students do not have enough vocabulary that made students produce error writing.

Furthermore, from the interview, all students stated that the teacher provide example. The example provided by the teacher was short and help them in writing descriptive text. Although the examples helped students but the example to short that made students produced errors. This happened because students limited vocabulary and limited grammar knowledge. Supported finding that is study by Tarchi et al. (2025) found inappropriate example in teaching influence students writing result. This also in line with study by Dewi et al. (2025) who found the learning material and knowledge influenced student in writing process.

The other external factor is classroom environment. Based on the interview result, some students said they felt uncomfortable in classroom when writing because the atmosphere was noisy and made students not concentration when writing that made students produce error in grammar and lexical. This supported by study from Parsons et al. (2026) state environment impact to students' concentration that made students doing error. On the other hand, some students said they still concentrate during the task even the classroom environment is noisy. This may happen because students have brain ability to ignore noise, so they more comfortable in noisy situation than quite situation. This also in line with study by Cao et al. (2025) found students can focus in noise situation because of brain ability to ignore the noise, so students can relax and get new idea from noise situation.

In addition, time limitation influenced students in writing. Based on the interview, some students said the time given is not enough and influence their writing result because they did not have time to revise their writing and translate into English. This supported by study from Wendimu (2024), found that time given to finish task effect the students writing result. On the other hand, from interview, some students said the time limitation is enough, this happen because students often practice in writing and know more vocabulary than students who limited practice. This is in line with study by Jomaa et al. (2025) state that students who often practice in writing and have enough vocabulary will not constrained by the time in completing writing assignment.

CONCLUSION

Based on the finding and discussion, students still faced challenges in writing descriptive text, especially in grammatical and lexical aspects. Based on the analysis of students writing, the result show students made errors in using articles, pronouns, spelling, auxiliary, subject verb agreement, verb, using preposition, tenses, and using adjectives. In additions, students also face challenges in lexical aspects such as collocation, word form, word meaning and appropriate word use in context. Furthermore, students face challenges in grammatical and lexical in writing descriptive text influence by internal and external factors. The internal factors included low confidence, limited grammar knowledge, limited lexical knowledge, and lack of writing habits. On the other hand, the external factors included lack of reading habits, limited writing practice, teaching method, teaching materials, classroom environment and time limitation also influence students when writing descriptive text. Then future researchers suggested to investigate about effective teaching strategies to overcome students' challenges in grammatical and lexical in writing descriptive text.

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