

CHAPTER IV

RESULTS AND DISCUSSION

This chapter provides the results and discussion for the qualitative research on text organization and grammatical errors in descriptive writing. The analysis follows the methodology of data reduction, display, and conclusion verification, focusing on text organization and surface strategy taxonomy for grammatical errors.

4.1 Results

4.1.1 Writing Test

The researcher instructed the students to do the writing test on the sheet provided. The test given to the students was to write a descriptive text with a title that could be different from one another. The students' writing tests were collected by the researcher and used for analysis. After going through data reduction, there were 23 students' writing tests that were analyzed. Based on the students' writing test, the researcher analyzed the errors contained in the students' descriptive text writing which focuses on the organization of the text and grammar usage.

a. Text Organization

To analyze text organization in students' descriptive writing, the researcher is guided by the generic structure of descriptive text. There were two generic structures of descriptive text, namely identification and description. The data obtained from the analysis of 23 descriptive texts written by *PKBM Eif* students. It can be seen in Table 4.1.

Table 4.1 Analysis Results of Text Organization in Students' Descriptive Writing

No.	Students	Text Organization Analysis
1.	ACG Title: "My Friends"	▪ Identification: ➤ It introduces the subject. ➤ It provides general information. ▪ Description: ➤ It provides the physical characteristics, qualities, behavioral trait, personal features, and unique attributes. ➤ The description of the subject is not well organized.
2.	AB Title: "My Best Friend"	▪ Identification: ➤ It introduces the subject. ➤ It provides general information. ▪ Description:

No.	Students	Text Organization Analysis
		➤ It provides the physical characteristics, qualities, behavioral trait, personal features, and unique attributes. ➤ The description of the subject is not well organized.
3.	BJLN Title: "My Friend Jordan"	▪ Identification: ➤ It introduces the subject. ➤ It provides general information. ▪ Description: ➤ It provides the physical characteristics, qualities, behavioral trait, personal features, and unique attributes. ➤ The description of the subject is not well organized.
4.	CON Title: "My Best Friend Ivan"	▪ Identification: ➤ It introduces the subject. ➤ It provides general information. ▪ Description: ➤ It provides the physical characteristics, qualities, behavioral traits, personal features, and unique attributes. ➤ The description of subject is typically organized in order of significance from general to specific.
5.	CGS Title: "My Favorite Cousin"	▪ Identification: ➤ It introduces the subject. ➤ It provides general information. ▪ Description: ➤ It provides the physical characteristics, qualities, behavioral traits, personal features, and unique attributes. ➤ The description of the subject is not well organized.
6.	DL Title: "My Best Friend"	▪ Identification: ➤ It introduces the subject. ➤ It provides general information. ▪ Description: ➤ It provides the physical characteristics, qualities, behavioral trait, personal features, and unique attributes. ➤ The description of the subject is not well organized.
7.	ESJML Title: "My Best Friend"	▪ Identification: ➤ It introduces the subject. ➤ It provides general information. ▪ Description: ➤ It provides the physical characteristics, qualities, behavioral trait, personal features, and unique attributes. ➤ The description of subject is typically organized in order of significance from general to specific.
8.	EEM Title: "My Best Friend Yoland"	▪ Identification: ➤ It introduces the subject. ➤ It provides general information. ▪ Description: ➤ It provides the physical characteristics, qualities, behavioral trait, personal features, and unique attributes. ➤ The description of subject is typically organized in order of significance from general to specific.
9.	EG Title: "Me"	▪ Identification: ➤ It introduces the subject. ➤ It provides general information. ▪ Description: ➤ It provides the physical characteristic, qualities, behavioral trait, personal features, and unique attributes. ➤ The description of subject is typically organized in order of significance from general to specific.

No.	Students	Text Organization Analysis
10.	ELL Title: "My Best Friend Arif"	▪ Identification: ➤ It introduces the subject. ➤ It provides general information. ▪ Description: ➤ It provides the physical characteristic, qualities, behavioral trait, personal features, and unique attributes. ➤ The description of the subject is not well organized.
11.	EKT ("Frans" My Best Friend)	▪ Identification: ➤ It introduces the subject. ➤ It provides general information. ▪ Description: ➤ It provides the physical characteristic, qualities, behavioral traits, personal features, and unique attributes. ➤ The description of subject is typically organized in order of significance from general to specific.
12.	FAL Title: "My Friend"	▪ Identification: ➤ It introduces the subject. ➤ It provides general information. ▪ Description: ➤ It provides the physical characteristic, qualities, behavioral traits, personal features, and unique attributes. ➤ The description of subject is typically organized in order of significance from general to specific.
13.	INH Title: "My Friend"	▪ Identification: ➤ It introduces the subject. ➤ It provides general information. ▪ Description: ➤ It provides the physical characteristic, qualities, behavioral trait, personal features, and unique attributes. ➤ The description of the subject is not well organized.
14.	IJM Title: "My Friend"	▪ Identification: ➤ It introduces the subject. ➤ It provides general information. ▪ Description: ➤ It provides the physical characteristic, qualities, behavioral traits, personal features, and unique attributes. ➤ The description of subject is typically organized in order of significance from general to specific.
15.	JDL Title: "My Best Friend Joice"	▪ Identification: ➤ It introduces the subject. ➤ It provides general information. ▪ Description: ➤ It provides the physical characteristic, qualities, behavioral traits, personal features, and unique attributes. ➤ The description of subject is typically organized in order of significance from general to specific.
16.	JNM Title: "My Friends Jelly"	▪ Identification: ➤ It introduces the subject. ➤ It provides general information. ▪ Description: ➤ It provides the physical characteristic, qualities, behavioral traits, personal features, and unique attributes. ➤ The description of subject is typically organized in order of significance from general to specific.
17.	JBAM	▪ Identification: ➤ It introduces the subject.

No.	Students	Text Organization Analysis
	Title: "My Best Friend Andin"	➤ It provides general information. ▪ Supporting sentence: ➤ The physical characteristics is none mentioned. ➤ It provides qualities, behavioral traits, personal features, and unique attributes. ➤ The description of the subject is not well organized.
18.	MPJL Title: "My Friend"	▪ Identification: ➤ It introduces the subject. ➤ It provides the general information. ▪ Description: ➤ It provides the physical characteristic, qualities, behavioral traits, personal feature, and unique attributes. ➤ The description of the subject is not well organized.
19.	NANZ Title: "My Lovely Younger Brother"	▪ Identification: ➤ It introduces the subject ➤ It provides the general information. ▪ Description: ➤ It provides the physical characteristic, qualities, behavioral traits, personal features, and unique attributes. ➤ The description of subject is not well organized.
20.	PBH Title: "My Friend"	▪ Identification: ➤ It introduces the subject. ➤ It provides the general information. ▪ Description: ➤ It provides the physical characteristics, qualities, behavioral traits, personal features, and unique attributes. ➤ The description of subject is not well organized.
21.	RG Title: "Him"	▪ Identification: ➤ It doesn't introduces the subject. ➤ It provides general information. ▪ Description: ➤ It provides the physical characteristics, qualities, behavioral traits, and personal features. ➤ The unique attributes is none mentioned. ➤ The description of subject is not well organized.
22.	RGH Title: "My Best Friend Fandi"	▪ Identification: ➤ It introduces the topic. ➤ It provides general information. ▪ Description: ➤ It provides the physical characteristics, qualities, behavioral traits, personal features, and unique attributes. ➤ The description of subject is not well organized.
23.	SRZ Title: "Sorake Beach"	▪ Identification: ➤ It introduces the subject. ➤ It provides general information. ▪ Description: ➤ It provides the physical characteristics, qualities, features, function, and unique attributes. ➤ The description of subject is not well organized.

In analyzing students' descriptive text, researcher focused on text organization based on the generic structure of descriptive text, namely identification and description. Identification is the initial part of the text

that introduces the subject and provides general information, while description is the part that describes the characteristics of the subject, such as physical characteristics, qualities, behavioral traits, personal features, and unique attributes.

Based on the results displayed in Table 4.1, it was found that most students successfully included the identification component in their writing. In general, this part was well written through the introduction of the subject and the provision of relevant basic information. For example, many students started the text by mentioning the subject or object being described such as a best friend, a cousin, oneself or a place. This was followed by general information about the relationship with the writer, or the reason why the subject or object was important to describe. However, one of the students with the initials RG, did not write the identification correctly in his text. Although there is general information, the subject is not clearly introduced so that the basic structure of descriptive text is not fulfilled.

The quality and organization of the description section varied greatly. Out of 23 students, only about 9 students (about 39%) were able to compose description paragraphs well, namely by organizing information in a structured manner from general to specific. These students were able to describe the physical characteristics first, then proceed to the personal traits or uniqueness of the subject in a coherent and logical manner. In contrast, 14 other students (around 61%) showed poor organization in the description section. The ideas conveyed tended to be random, or not well organized. For example, there were students who explained physical characteristics and then continued to explain personal features and wrote physical characteristics again at the end. This shows that each aspect described in the description is not well organized.

Then it was found that there were some students who described the subject or object incompletely. For example, the student with the initials JBAM did not mention physical characteristics in the description section.

Likewise, the student with the initials RG did not explain the unique attributes in the description section.

b. Grammatical Errors

To identify the types and frequency of grammatical errors in descriptive texts written by the students, the researcher used the Surface Strategy Taxonomy. This taxonomy classifies grammatical errors into four categories, namely omission, addition, misformation, and misordering. This classification provides a more detailed picture of how students deviate from standardized grammatical rules in English writing. The analysis results of the grammatical errors in descriptive text writings of 23 *PKBM* Eif Course students are presented in Table 4.2.

Table 4.2 The Students' Grammatical Errors in Writing English Descriptive Text

Students	Omission	Addition	Misformation	Misordering	Total
ACG	5	3	11	3	22
AB	9	1	16	-	26
BJLN	2	2	5	1	10
CON	1	1	6	1	9
CGS	3	2	4	1	10
DL	2	1	3	-	6
ESJML	-	2	-	-	2
EEM	3	-	6	2	11
EG	2	1	5	-	8
ELL	4	3	9	1	17
EKT	1	2	6	1	10
FAL	1	1	10	-	12
INH	3	1	8	-	12
IJM	4	-	2	1	7
JDL	5	2	3	-	10
JNM	1	-	7	2	10
JBAM	2	3	6	-	11
MPJL	3	-	9	1	13
NANZ	2	2	1	1	6
PBH	2	-	8	-	10
RG	2	2	10	-	14
RGH	1	1	5	1	8
SRZ	6	2	12	2	22
Total	64	32	152	18	266
Percentage	23.9%	12.03%	57.14%	6.77%	100%

Based on the previous table (Table 4.2), it can be seen that 266 grammatical errors were found in the analyzed texts. Misformation errors are the most common type of errors, totaling 152 errors or 57.14% of the total. These errors include the use of improper grammatical forms, such

as using the wrong tense, inappropriate subject-verb agreement, or choosing the wrong form of words. The dominance of this type of error shows that most students still have difficulty in applying the correct grammatical form in writing.

The second most common error was omission with a total of 64 errors or 23.9%. These errors occurred because students omitted important elements in the sentence, such as articles, auxiliary verbs, prepositions, subjects, objects or even words that make a sentence incomplete. This indicates that many students tend to ignore important components in sentence structure, which can be caused by a lack of grammar awareness or limited mastery of sentence structure.

Addition errors which amounted to 32 errors or 12.03% of the total reflected the tendency of students to add grammatical elements that were not needed in the sentence. This occurred in the use of auxiliary verbs or the improper addition of articles and prepositions.

Meanwhile, misordering errors were the least common type of errors, with 18 errors (6.77%). These errors occurred when sentence elements are arranged in an incorrect order. For example, the arrangement of adjectives and nouns are switched, or errors in arranging subjects, predicates, and objects. Despite its low frequency, this type of error still affects the clarity of the sentence meaning.

Further analysis of the individual data showed that there were significant differences in the number of errors made by each student. A student with the initials AB was recorded as the student with the highest number of errors, namely 26 errors, followed by students with the initials ACG and SRZ (22 errors). Both were dominated by misinformation and omission errors. On the other hand, student with the initials ESJM only made 2 errors that fall into the addition category, which shows a relatively better level of grammar mastery compared to other students.

4.1.2 Interview

The interview with the tutor is conducted on May, 10th 2025 that aimed to get direct views from the tutor at *PKBM* EIF Course regarding the difficulties faced by students in writing English descriptive texts, both in terms of text organization and grammar. And certainly to answer the third formulation of the problem.

The tutor explained that many students have difficulty in composing a complete and logical text. Common errors in text structure include lack of unity between identification and description sections. In the grammar aspect, the most common errors are the use of wrong verb tenses, subject-verb agreement, and the improper use of articles (a/an/the). To overcome these problems, tutor applied strategies such as explaining text structure through examples and graphic organizers, using peer review, guided writing, and grammar practice. Tutor also used constructive feedback, both in writing with codes (e.g. “VT” for verb tense) and through short individual conferences.

According to the tutor, with consistent practice and the right approach, students showed progress in writing slowly. Students' active engagement through group discussions, peer editing, and self-assessment also greatly helped to increase their awareness of errors. Overall, tutor emphasized the importance of combining model texts with writing practice, as well as continuous support and feedback from teachers for students to better understand and apply text structure and grammar in descriptive text writing.

4.2 Discussion

4.2.1 The Interpretation of the Research Results

a. Text Organization in Descriptive Text

The analysis of students' descriptive texts in this study was guided by the generic structure of descriptive text, which consists of two essential components: identification and description. These components serve as indicators of students' understanding in organizing ideas within a descriptive genre. Identification introduces the subject and provides general information, while description elaborates the subject's

characteristics in more detail, such as physical features, behaviors, personal traits, and unique attributes. This is supported by 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.

(Annisa, 2023) mentioned that identification is identifying and outlining the subject or object that will be discussed. From the findings, it can be interpreted that the majority of students showed a basic understanding of how to apply the identification component. Most students successfully introduced their subject clearly, whether it was a friend, a family member, themselves, or even a place. They also provided basic background information such as names, relationships, or reasons why the subject was meaningful. This suggests that students are generally familiar with how to begin a descriptive paragraph appropriately.

However, a more critical interpretation arises when analyzing the description part. Only approximately 9 students out of 23 (about 39%) were able to organize this section effectively. These students demonstrated an awareness of textual cohesion by ordering their ideas from general to specific. For instance, they would first describe physical appearances, then continue to highlight the subject's personality traits and end with unique qualities. This structured approach reflects a more developed understanding of descriptive writing. In contrast, about 14 students (61%) struggled to compose a well-organized description. Their texts tended to include disjointed ideas, overlapping categories, and inconsistent sequencing. This disorder in idea presentation indicates that many students lack sufficient guidance or practice in logically structuring descriptive content. For example, some students would describe a physical attribute, jump to a behavior, then return again to physical traits without a clear flow of thought. This fragmentation can confuse the reader and weaken the overall effectiveness of the descriptive text.

Furthermore, the analysis revealed that some students omitted key elements of description. One student (initial JBAM) did not include any physical characteristics, while another student (initial RG) failed to mention unique attributes of the subject. These omissions affect the completeness of the description and suggest partial mastery of the descriptive genre. Rusmawan (2017) in (Purnamasari et al., 2021) explained that 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. While, one notable case is a student who did not construct the identification properly. Although there was general information, the subject was not clearly introduced, resulting in a failure to fulfill the required structure of a descriptive text.

b. Grammatical Errors in Descriptive Text

Analysis of grammatical errors using the Surface Strategy Taxonomy shows that misformation-type errors are the most dominant, accounting for 57.14% of the total errors. (Mufidah & Islam, 2022) stated that misformation is the use of the incorrect morpheme or structure. In misformation errors, the learner provides something, but it is incorrect. These errors included the use of incorrect verb forms, mismatching of subjects and verbs, as well as the selection of inappropriate word forms. This suggests that students have difficulty in applying the correct grammatical form in the writing context.

The omission error, which ranks second most frequent, shows that students often omit important elements in the sentence, such as articles, auxiliary verbs, or subjects. (Huda, 2023) said that omission is an absence of an element that is necessary for a coherent utterance. This could be due to the influence of first language (L1) or limited understanding of sentence structure. The frequency of this error reflects students' tendency to simplify sentences inappropriately, perhaps due to lack of confidence or limited mastery of grammar.

Although addition and misordering errors are fewer in number, their presence still affects the clarity of sentence meaning. Addition errors indicate students' confusion in determining when grammatical elements are needed, while misordering reflects difficulties in arranging sentence elements in the correct order. (Huda, 2023) further explained that addition is the opposite of omission. An item that is required to be absent from a well-form utterance. While, misordering is the improper arrangement of morpheme or group of morphemes in an utterance. Overall, the high number of errors indicates the need for more contextualized teaching of grammar integrated with writing activities.

c. Interview with the Tutor

The results of interviews with tutors reinforced the findings from the analysis of student texts. Tutors stated that many students had difficulties in composing descriptive texts completely and logically. The main problem in text organization is the lack of continuity between the identification and description sections. In terms of grammar, the most frequent errors are the use of wrong tense, subject-verb agreement errors, and the use of inappropriate articles. To overcome these problems, tutors apply various strategies such as the use of model texts, graphic organizers, guided writing, grammar practice, and peer review. In addition, tutors provide feedback through correction codes as well as individualized guidance.

Tutors also noted that students' active involvement in group discussions, peer editing, and self-assessment was helpful in increasing their awareness of errors. With consistent practice and the right approach, students showed progress although it was slow. This confirms the importance of the teacher's role in providing continuous support and guiding students in understanding and applying text structure and grammar rules in descriptive text writing.

Based on the writing test and interviewed with tutor, researcher concluded that the factors that cause errors in text organization and grammar in writing English descriptive text consist of:

1. Lack of understanding of descriptive text structure (identification and description).
2. Difficulty developing ideas in a logical and organized manner in a text.
3. Lack of practice using outlines or model texts.
4. Weak mastery of basic grammar, especially simple present tense, subject-verb agreement, and article usage.
5. Lack of awareness of the correct form of grammar, so often mix tenses or incorrect verb forms.
6. Lack of consistent grammar practice and personal reflection on the errors.

4.2.2 Comparison between the Research Results and Theories

After getting the results of the research, the researcher compared it with several theories of the research. According to Christina & Rasmita (2021), almost all students at various levels of education consider that writing is the most difficult language skill to learn. This is due to the differences in sentence structure, grammar, vocabulary, and spelling between English and students' native language, so the rules of English are considered complicated. As a result, students find it difficult to write about themselves accurately, clearly, and easily understood. In this study, *PKBM Eif* Course students also experienced great difficulty in writing descriptive texts. They often make mistakes in sentence structure (misformation), omit important elements (omission), and construct sentences without clear organization. The resulting paragraphs tend to be unfocused, difficult to understand, and do not flow logically.

Furthermore, Rusmawan (2017) in Purnamasari et al., (2021) explained that English descriptive text has two main structures: identification and description. The identification section introduces the subject in general and describes its distinctive features, allowing the reader to recognize the topic.

Meanwhile, the description section contains details such as the physical characteristics, functions, traits, or interesting facts of the subject. This section can also explain special features or attributes of the object. The research findings show that most students were able to write this part well, according to theory. Only one student did not write the identification clearly. Only about 39% of students were able to write this part structurally and according to theory. Most students (61%) wrote random, unsystematic and incomplete descriptions. Some students did not even include physical characteristics or unique attributes, which should be part of the description according to the theory. This shows that the understanding and application of descriptive text structure theory is still not optimal, especially in compiling a complete and organized description section.

4.2.3 Research Results versus Relevant Research

The findings of this study share both similarities and differences with previous relevant research. In line with the study conducted by Annisa (2023), which revealed that students made grammatical errors in all categories of surface strategy taxonomy-misformation (63.6% and 53.2%), omission (25.7% and 39.5%), addition (8.6% and 6.5%), and misordering (2.1% and 0.7%)-the present study also found that omission and misformation were the most frequent types of grammatical errors committed by students at PKBM EIF Course. This suggests that learners across different educational institutions struggle with the same fundamental aspects of grammar, particularly when forming and omitting sentence elements correctly in descriptive text writing.

Furthermore, the study by Arisman (2023) indicated that noun phrases (49.7%) were the most dominant source of grammatical errors, followed by verb phrases (36.3%), adjective phrases (8.8%), and adverb phrases (5.2%). Similarly, this research discovered that errors in the construction of noun and verb phrases were frequently found in students' writing. These types of errors contribute significantly to the lack of clarity and coherence in students' descriptive texts.

However, a point of divergence lies in the scope of analysis. While both Annisa and Arisman primarily focused on grammatical errors, this study uniquely incorporates an analysis of text organization, examining the structure and coherence of students' descriptive paragraphs. The present research revealed that many students struggled with paragraph unity and coherence, failing to appropriately structure their writing into identification and description components, which are essential features of a well-organized descriptive text. This additional dimension highlights the broader challenges faced by students not only in grammar but also in effectively organizing their ideas in written form. Therefore, while the grammatical findings support and extend those of the previous studies, the integration of text organization analysis in this research provides a more comprehensive understanding of students' writing proficiency in English descriptive texts.

4.2.4 The Implication of the Research Results

In conducted this research, there were several implications that found based on the results of the research as follows:

1. This research helps students realize their weaknesses in writing descriptive texts, especially in terms of paragraph structure and grammar usage. By knowing the types of errors that are often made, students can focus more on improving their writing in the future.
2. The results provide tutors with a concrete picture of what aspects are most difficult for students, so that tutors can adjust teaching methods, for example by providing more guided writing exercises and specific feedback. Tutors can also develop more effective learning strategies to overcome students' difficulties in both content and grammar aspects.
3. This research shows the importance of structured writing learning even in non-formal environments such as *PKBM*. The findings can serve as a basis for institutions to improve the quality of English language teaching, for example by providing additional training for tutors or developing learning modules that are more suited to students' needs.

4.2.5 Limitation of the Study

There were several limitations in conducted this research, namely:

1. The study only involved 23 students from one non-formal institution, so the results cannot be generalized to students in other educational institutions or in formal contexts.
2. The research only focuses on descriptive texts, so it does not provide a comprehensive picture of students' writing skills in other text types such as narrative, recount, procedure, or other text types.
3. The data analyzed came from a single writing task, not from a continuous writing process. This limits understanding of the development or changes in students' abilities over time.
4. The research used a qualitative approach, so the results are descriptive. There were no quantitative measurements (e.g. pre-test and post-test scores) to see improvement or teaching effectiveness.
5. The research has not done much to compare the results with non-formal education contexts in other areas with similar student characteristics, so it has not shown variations between locations.