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**RESEARCH ARTICLE**

**TEACHING ENGLISH DESCRIPTIVE ESSAY WRITING IN IMPROVING WRITING  
STUDENT SATISFACTION OF CAMBODIAN HIGH SCHOOL**

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descriptive essay writing, student satisfaction, curriculum, teaching quality.

**Abstract**

The purpose of this study was to find out the relationship between the teaching descriptive essay writing and student satisfaction of Cambodian EFL high school students. Majority of public high schools suffer from declining academic performance due to students' lack of attention to writing, such as a lack of interest in descriptive essay writing, a lack of teaching methods, and a lack of satisfaction. For students, that is why this study was conducted at a public high school on the impact of student writing. The study used 100 sample respondent from a well-known public high school student in Phnom Penh, Cambodia, as a case study. This study was to demonstrate the relationship between teaching descriptive essay writing and student satisfaction in high school. Data were calculated statistically using statistical packages for social sciences (SPSS) to determine correlation using the Pearson product moment correlation and P-value formula. The study found a moderately positive relationship between essay writing and student satisfaction in their school (0.55). Based on the results of the study, it can be concluded that there are benefits to teaching descriptive essay writing to students, which enables the school to maintain competitive qualities, increase the satisfaction of writing essays, and encourage students to enjoy learning. The study aligns with the objectives set by the Ministry of Education, Youth, and Sports. However, the Ministry of Education needs to have a training policy with a regular approach to ensure effective implementation. The study assumed that there is a positive relationship between teaching descriptive essay writing and student satisfaction.

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**Introduction:-**

Education In The Twenty-First Century Was A Significant Obstacle For Educators. To Achieve Adequate Language Skills, English Needs Changes For Four Parts, Including Writing, Speaking, Listening, And Reading. The Most Complex And Challenging To Master Is Writing. The Use Of Technology To Improve Students' Writing Skills In Terms Of Correctness And Fluency, Organization, And Lexical Appropriateness Is Particularly Important In The Context Of Second Language Learning Programs. The Main Aims And Objectives Of Providing Education In A Society Are To Produce Well-Disciplined And Well-Balanced Individuals Who Are Ultimately Able To Contribute To The Development And Prosperity Of The Society.

**Background of the Study:-**

This study talks about the ideas behind essay writing, what motivates students to write essays, how happy students are with their essays, and how students are involved in the development and process of essay writing. Moreover, the study defines the term "descriptive essay writing" as an essay writing process. In addition, defining the term "descriptive writing" is a process of writing to be standardized and modeled for use in schools (textbooks, teaching methods, and study schedules). According to Chealy (2009) after the 1979 overthrow of the Khmer Rouge regime, Cambodia's educational system expanded to include the 5 + 3 + 3 and 6 + 3 + 3 systems. The current system consists of preschool, primary, secondary, and higher education, with a minimum of nine years of basic education divided into three years for lower secondary school and six years for primary school. Vann (2012), due to unequal social and political change since its independence from France, Cambodia has never had the chance to increase the standard of higher education. The civil war that occurred in Cambodia from 1970 to 1998 may have contributed to its failure and lack of dedication to higher education. From 1975 to 1979, Cambodia's education system was essential to its people because of the particular social and cultural characteristics shaped by the Khmer Rouge government. The country's educational development policies have changed in response to its conditions, which explains the educational system's difficulty (Dy, 2005).

Although, for Cambodian second language learners show specialist writing skills in a competition focusing on English structure and composition compared to Khmer's, which involves EFL educators and students (Jafarriet al., 2009; Dastjerdi & Samian, 2011). However, in Cambodia, English covers all the other foreign languages for economic, educational, and workforce benefits, particularly the better job opportunities it offers (Phan, 2015). According to Braine and Claire May (1996:60), writing is a vital skill in teaching English. It includes spelling, grammar, vocabulary, and punctuation and requires learning proper verbs, pronouns, and commas as cited by (Silfia, 2018). English foreign language (EFL) students frequently have problems with writing training, are worried about a lack of writing skill acquisition, and have feelings of ineptitude, dissatisfaction, and limited ability by themselves (Chen, 2012). Writing is regarded as a complex skill, especially for the majority of English language learners (EFL), who face several challenges in writing (Riadil et al., 2023). Teaching students about writing is the most difficult because of their limited familiarity with written language. Improving listening, speaking, reading, and writing skills is important for mastering a foreign language (Ariana, 2010). Mousavi and Darani, (2018), as cited Li (2014), foreign language (EFL) or ESL learners often overlook the entire writing process, which includes planning, idea generation, and organization, focusing solely on vocabulary, grammar, and structure in schools and colleges.

According to Alexander (2008) students' possibilities of success improve when they have strong writing abilities as cited by (Hosseini et al., 2013). Although, Suleiman (2000) emphasizes writing's importance in language learning, emphasizing its multifaceted nature in instructional approaches, evaluation procedures, and language development. We may use different processing models for different writing purposes (Lee & Kantor, 2005). However, written fluency is not about content sophistication or form accuracy; it measures the number of words or structural units a writer can include within a specific timeframe (Wolfe- Quintero et al., 1998, p. 14). Writing is a crucial university student competency, involving cognitive and metacognitive activities like brainstorming, planning, description, organizing, drafting, and examination (Talebinejad, 2007). Writing is a crucial linguistic task that requires mastery of mechanical, linguistic, and rhetorical conventions to effectively communicate, whether in one's first or second language (Khatib & Mirzaii, 2016). Writing in a foreign language can be difficult given the target language's particular rules, such as syntax, vocabulary, and discourse. To help children improve their writing skills, educators must first identify the specific difficulties they face (Yuliana et al., 2016). Reid (1993) contends that writing ability is of utmost importance for teaching pupils how the many parts of a language interact harmoniously (Gautam, 2019). Igawa (2008) claims that English is widely used in Cambodia for both corporate and academic purposes. As a result, it has been studied and taught for many years at all colleges and schools cited by (Soeung, 2020). Furthermore, writing, particularly letter production, is a multimodal, multileveled linguistic and physical skill. That is, writing develops through language by hand, sight, ear, and mouth (Berninger et al., 2015). Writing is an essential skill for teaching a foreign language, aiding in vocabulary, grammar, speaking, reading, and pronunciation. It helps students retain patterns and has a profound psychological impact, making it a powerful tool in teaching English grammar, penmanship, spelling, and composition (Madrakhimova, 2020).

Moreover, Amri (2021), writing is a difficult skill, particularly for English language learners (EFL), as it involves a combination of fluency, organization, diction, language use, and mechanics, making it a time-consuming task (Riadil et al., 2023). Three types of essay writing (narrative, descriptive, and expository) aim to achieve consistency, fluency, syntactic complexity, and accuracy (Way et al., 2000). Descriptive essay writing involves accurate subject

descriptions of human places, animals, or natural phenomena. It involves developing a simple image of a concept and theme, with an introduction that effectively communicates the idea to the reader (Smith, 2013).

In Cambodia, Boramy (2010), educators struggle to assist students in drafting essays, often causing errors. There are two options for education providers: focusing on language mistakes and grammar issues or allowing students to build essay content. According to Abbas (2017), essay writing is a skill that students can learn and practice, focusing on a specific topic or personal viewpoint. It often uses persuasive points and enhances their ability to write academic, scientific, argumentative, and other English texts as cited by (Frastivi & Sari, 2020). Essay writing involves composing essays focused on mechanics, content, style, logic, grammar, vocabulary, diction, and rhetorical aspects, including organization, cohesion, unity, subject, opportunity, and audience appropriateness (Jahin, 2012). Essay writing is a form of writing that has three levels: the first level, which deals with writing components; the second level, which deals with paragraphs; and the third level, which deals with essays (Ramadhanty et al., 2020). Additionally, Alice and Oshima, an essay is a concise piece of writing that often presents the author's personal perspective, encompassing literary criticism, political analysis, academic arguments, daily life observations, and personal reflections (Aulia, 2023).

#### **Statement of the Problem:-**

In the meantime, Redman (2017, p. 1), writing essays requires original thought, speech constructions, and structured presentation skills, which students struggle with both domestically and abroad, according to researchers and service providers cited by (Mashrabboy o'g'li, 2022). And discussion focuses on teaching English as a foreign language to EFL educators and students at different levels (Jafari et al., 2009; Dastjerdi & Samian, 2011). Therefore, Vietnamese secondary school students struggle with English writing, resulting in poor quality and negative attitudes. Factors include learning time, material, teacher-student responsibilities, and misalignment between learning and assessment procedures (Ngo & Trinh, 2011). However, Iswandari, a researcher, conducted numerous problem-based learning (PBL) studies in 2017 to investigate the impact of environmental factors on Indonesian EFL students' writing skills and environmental vocabulary command (Ghufon & Ermawati, 2018).

The learners suffered from weaknesses in their writing performance, which were manifested by their difficulty to use evidence, regulate the flow of their writing, control the quality and quantity of their language, and write to the right audience in their writing. Based on the majority of EFL students, the inefficiencies in their writing performance may be linked back to the inadequacies in the strategies and procedures used in teaching them how to write (Abdelrahman, 2013). Even though, a survey, the most common issues with academic writing among Iranian postgraduate students at Universiti Kebangsaan Malaysia (UKM) include difficult such as punctuation, grammar, spelling (form), arranging material, critically articulating ideas, coherence, and content (Mousavi & kashefian-Naeeni, 2011). Although, the source of their problems is a lack of English writing practice when they were in Iran, as well as their English teachers' lack of teaching expertise, insufficient group activities in their classes, and a discouraging academic writing environment (Kashni, 2014). But the difficulties in writing motivation are on vocabularies, structure, grammar, materials, teacher guide. Writing impact on student in Cambodia as teachers, students, and environment, but they impact on writing to students who do not want to learn so no motivation. As accepted by many researchers (i.e., McDonough, 1983; Ellis, 1994; Li & Pan, 2009; Yu-mei, 2009; Chalermpon & Usa, 2011), motivation is considered as one of the important factors responsible for different achievement among students according to (Drzymala, 2015).

By the way, Students who lack motivation to write will not readily engage in academic writing activities. These students may exhibit high anxiety about writing, low self-efficacy for writing, and a lack of self-regulation and self-determination when writing (Chapelle, 2003). Therefore, students' problems in writing may occur because of many factors. One of the causes for the challenge might be the complex nature of the writing skill itself (Alfaki, 2015). However, Sundrarajun (2020), Indonesian students dislike writing due to cognitive, linguistic, text structure, and organization problems, according to a study by Rahmatunisa (2014). Although, Ashraf et al., (2016), discovered that writing difficulties among ESL learners in Pakistan are primarily due to linguistic and cognitive issues, grammar, syntax, and native tongue interference as cited by Ghulamuddin et al., (2021). In addition, Fadi Maher Saleh Al-Khasawneh (2010) cited by Sovandy (2012), high school students have problems writing English as a foreign language due to similarities in the subject matter. Moreover, Ahmed (2010), Egyptian learners face difficulties with essay writing, as evidenced by previous studies on the problem of English as a Foreign Language students' writing as cited by (Toba & Noor, (2019).

However, Pawapatcharandom (2007) cited by (Boonyarattanasoontorn, 2017), identified four writing challenges Thai students face: fast essay completion, English academic paper completion, correct grammar application, and developing relevant topic structures. Besides, Peer review and editing provide valuable feedback on writing, identifying structure, and communicating issues that writers can overlook due to their proximity to their work (Barua, 2017). Based on Ahmadi et al., (2012), Barry K. Beyer (1995), and Buranapatana (2006), as cited by Maekong (2015), indicate that many studies indicate that students' difficulties, particularly in expressing their original ideas in a foreign language, are linked to a lack of critical thinking skills. At last, Lebanese American University's English as a Foreign Language (EFL) freshmen program addresses writing problems faced by students with "low" language ability (Bacha, 2002). Fore though, students often struggle with sentence structure and lexical use, possibly due to a lack of motivation and study techniques. Improving these skills can improve writing production and motivate under-performing expressive language skills. Writing is a complex skill that requires constant corrections and no replanted lessons. Simple structure, context, vocabulary development, sentence patterns, and imaginative writing promote creative thinking.

**Purpose of the study:-**

This study applies a quantitative method in order to find out the English descriptive essay writing class students' satisfaction and how it was correlated with their essay writing strategies at one of Cheasim high School in Phnom Penh, Cambodia by determining two types of essay writing strategies: quality of writing, and curriculum of writing.

**Research Questions:-**

**Based on the purposes of the study above, the research questions are formulated as follows:**

1. How often did the Cambodian EFL students high school use descriptive essay writing?
2. What was the relationship between the Cambodian EFL high school students' use of the curriculum and descriptive essay writing?
3. What was the relationship between the Cambodian EFL high school students' use of the teaching quality and descriptive essay writing?
4. How does student satisfaction occur through teaching descriptive essay writing?

**Significance of the Study**

**The study effects of teaching descriptive essay writing on student satisfaction among Cambodian high school students are significant, as parents, teachers, and education planners have the following reasons:**

1. The study will be important to parents in that the findings will inform parents whether their investment in public learning has any benefits in terms of academic performance and also inform the method to improve satisfaction.
2. The study may help teachers, as the results allow students to understand the effects of descriptive essay writing by using a good lesson plan of textbook format.
3. The study may be of benefit to the researchers and English teachers in general schools. Students become aware of their strengths and weaknesses on writing through peer assessment; they are likely to move towards improvements. And they are likely to strive for perfection through self-reflection and feedback from their peers. The participants identified their learning based on the feedback they were provided.

Exploring this research helps learners write expertly in their writing and helps them discover ways to overcome the difficulties of essay writing. This study shows the strategies teachers should arrange to help students improve their essay writing. The learners demonstrated a strong sense of autonomy and cooperation as they engaged in the learning process. Additionally, guides may be made to improve students while measuring the level of student satisfaction in learning descriptive essay writing. Above all, the results of this study can be better for future research and increase the value of peer evaluation in various educational settings by using various research designs and instruments.

**Methodology:-**

The research design used in this quantitative study was correlational. Ary (2006) states that descriptive studies seek to collect data on the phenomenon of rank. This research uses quantitative data because the researcher tested research hypotheses (Fitriyah, 2014). The correlation analysis is an evaluation of the linear association between the two or more random variables (Peers, 2006). Based on Borsdorf et al., (2008), correlation analysis the goal is to predict the possibility of a structural information related detail coefficient. The correlation is the most important statistical measure of correlation coefficient, since it offers exact information on the direction and intensity of the relationship between two variables (Schultz, 2009). High scores on one variable are associated with low scores on the other. The

relationship's direction can take either a favorable or a negative turn (Azzuhria, 2017). A correlation analysis was performed in this study to investigate the relationship between student's satisfaction and descriptive essay writing from a Cheasim Sameky high school in Phnom Penh, Cambodia, who studied a Foreign Language (EFL). A total 100 students who were enrolled in an EFL essay writing skill were chosen.

The direction of the relationship is determined by the relationship between the two variables and their relative importance. Further, there's a correlation coefficient that is a numerical indicator that tells you how strong and which way the association between two variables is. The correlation coefficient can range from -1 to 1. If the number is more than zero, it is said to be positive (Johnson & Christensen, 2012, p.44). A positive correlation exists when the scores on two variables tend to move in the same way. When one variable rises, the other tends to fall, and vice versa. The correlation is shown to be perfect when the number is equal to either -1.00 or +1.0 (Sriwarsiti, 2017). It has two dimensions of satisfaction: curriculum and teaching quality and there are 23 items (Items 1 to 23) adapted from (Leyian, 2016). Student satisfaction is the dependent variable. And the result of pilot study showed that Cronbach's alpha of student satisfaction is 0.90, it can be seen that Cronbach's is the best. There are 23 items for student satisfaction and the questionnaires response and writing scores of the participants were ultimately examined using SPSS.

### Findings:-

#### Results of the Research Question 1:-

##### What was the relationship between curriculum and descriptive essay writing?:-

The degree of application of descriptive essay writing (DEW) by research participants is displayed in Table 1. According to the table, all 16 items' replies from the participants fell into the high usage category (mean > 2.5). All the items had mean values greater than or around 4, which, based on the questionnaire scale, fall into the often category, suggesting that, on average, the majority of those students frequently employed descriptive essay writing. The students' high school awareness of their writing goals is indicated by the high usage category of descriptive essay writing.

**Table 1 Cambodian EFL students high school use descriptive essay writing (N=100)**

No	Items of Questionnaire	Mean	S.D.
1	The students still had difficulties in terms of grammar, tenses, word order, spelling, and the use of the article.	4.44	.55
2	Most of the students had difficulties in generating the ideas.	4.42	.58
3	I was concerned about grammatical accuracy when I was writing.	4.37	.63
4	Before I started writing, I read the prompt carefully to make sure what was required.	4.28	.66
5	I think writing essays will have a positive effect on improving my English.	4.08	.64
6	Do you think the pair work and group work your writing teacher organizes in your current writing class is effective or not? Why or Why not?	4.10	.62
7	Do you think the useful expressions and sentence structures for each kind of writing given by your teacher are helpful to you in your writing the answer or not? Why or why not?	4.18	.60
8	Learning how to write descriptive essays will contribute positively to my language proficiency.	4.20	.66
9	I think that repeated practice in descriptive essay writing will help me develop my writing skill.	4.08	.74
10	After frequent essay descriptive writing practice, I think that I will be able to express my ideas in writing better than I used to.	3.91	.84
11	Having completed several descriptive essay writing, I am able to express my ideas in writing better than I used to.	3.78	.82
12	I know clearly how to prepare "pre-writing, writing, and revision" for descriptive essay writing.	3.78	.84
13	I used the brainstorming then making points, researching and then writing a draft for my descriptive essay tasks.	4.17	.62
14	I can write a long descriptive essay that effectively captures the essence of it.	4.27	.64
15	I use correct grammar in my descriptive essay writing.	4.28	.72
16	I am able to clearly express my ideas in descriptive essay writing.	4.28	.72

**Cambodian EFL High School Students' Use of the curriculum:-**

The degree to which research participants of the curriculum is summed up in Table 2. All twelve of the students' replies fell into the high usage category (mean > 2.5), as the table shows. It shows that students used to essay writing tactics rather frequently on average. All items that had mean values greater than or around 4 fell into the often group according to the questionnaire scale. The students' extensive use of essay writing tactics demonstrates their familiarity with reference materials, including dictionaries and notes, as well as tools to aid in their writing.

**Table 2 Cambodian EFL High School Students' Use of the curriculum (N=100)**

No	Items of Questionnaire	Mean	S.D.
1	I am satisfied with the working environment of the writing.	3.40	.89
2	I am satisfied with writing location.	3.50	1
3	I am satisfied with the present writing hours.	3.90	.84
4	I am satisfied with the existing structure of the writing.	3.87	.77
5	I am satisfied with the compensation I get and I think it matches with my responsibility.	3.83	.74
6	I am happy with my writing responsibilities.	4.03	.89
7	I feel comfortable in writing out my responsibilities.	3.50	.88
8	I am satisfied with writing relationships with the people around me.	3.80	.88
9	I am satisfied with various writing in the firm and love participating in them.	3.84	.87
10	I am happy with writing on the overall job security.	3.77	.81
11	I am satisfied with the given right to writing forward my opinions.	4.33	.71
12	I am satisfied with the leaders in my writing as positive role models.	3.83	1

**Cambodian EFL High School Students' Use of the teaching quality:-**

The mean scores of students' answers to questionnaire questions about teaching quality are shown in Table 3. Based on the results, it can be inferred that students' use of teaching quality fell into the high usage category (mean > 2.5). Students' responses show this to all the 11 questions, which were greater than or near to 4 (4 = "often"). The high prevalence of the teaching quality suggests that students often used a variety of approaches to address the challenges they faced when writing.

**Table 3 Cambodian EFL High School Students' Use of the teaching quality (N=100)**

No	Items of Questionnaire	Mean	S.D.
1	I am satisfied with the present performance appraisal policy of the writing.	3.83	.74
2	I am happy with the writing and rewards for my outstanding works and contributions.	4.13	.81
3	I am satisfied and think I've been awarded a right set of writing, as per my ability.	4.07	.90
4	I am satisfied & able to maintain a healthy balance between writing and family life.	3.90	.84
5	Writing my responsibilities give me a feeling of satisfaction and personal achievement.	4.17	.79
6	I am satisfied with the writing policy of the organization.	3.37	.89
7	I am satisfied with the long-term writing policies of the organization.	3.60	.93
8	I am satisfied with writing and promotion system of the organization.	3.63	.80
9	I am satisfied with writing terms of the organization.	3.37	.80
10	I am satisfied with writing lines of the organization.	3.63	.80
11	I am satisfied with writing on job security.	4.10	.71

**Results of the Research Question 2:-**

To investigate the relationship between the usage of the relationship between the Cambodian EFL high school students use of the curriculum and descriptive essay writing, the Pearson correlation coefficient was applied to the quantitative data. The reading scores and questionnaire responses regarding the students' curriculum of descriptive essay writing make up those quantitative data. In order to find any correlation coefficient, quantitative data on students' use of curriculum and their descriptive essay writing as measured by writing scores were collected and examined.

**Table 4 The Correlation between curriculum and descriptive essay writing**

Variables	Descriptive essay writing	Curriculum
Descriptive essay writing	Pearson	1
	Correlation	0.532
	Sig. (2-tailed)	0.00
	N	100
Curriculum	Pearson	0.532
	Correlation	1
	Sig. (2-tailed)	0.00
	N	100

Note: Correlation is significant at the 0.05 level (2-tailed).

The correlation between descriptive essay writing and curriculum is reporting a moderation positive correlation with 0.53,  $p= 0.00$  which is less than 0.01. However, (N= 100) and the result means moderate correlation between the variables because the appeared correlation coefficient is 0.53.

**Results of the Research Question 3:-**

According to the findings of research question 2, SPSS was used to gather and evaluate quantitative data on students’ usage of and descriptive essay writing and teaching quality as shown by their writing scores. Lastly, statistical analysis was used to look for any relationship between the descriptive essay writing and the use of writing tactics.

**Table 4 The Correlation between descriptive essay writing and teaching quality**

Variables	Teaching descriptive essay writing	Teaching quality
Teaching descriptive essay writing	Pearson	1
	Correlation	0.524
	Sig. (2-tailed)	0.00
	N	100
Teaching quality	Pearson	0.524
	Correlation	1
	Sig. (2-tailed)	0.00
	N	100

Note:Correlation is significant at the 0.01 level (2-tailed).

The correlation between teaching descriptive essay writing and teaching quality is reporting a moderation positive correlation. However, (N=100) it showsbyPearsonCorrelationresultr = 0.52 with p-value is 0.00 which is less than 0.01.

**Results of the Research Question 4:-**

Once more, SPSS was used to statistically examine quantitative data on students’ usage of student satisfaction student from the questionnaire and their writing scores, which showed their proficiency in English. The purpose of the analysis was to determine whether the student satisfaction and their use of descriptive essay writing were correlated in any way.

Variables	Teaching descriptive essay writing	Student satisfaction
Teaching descriptive essay writing	Pearson	1
	Correlation	0.559
	Sig. (2-tailed)	0.00
	N	100
Student Satisfaction	Pearson	0.559
	Correlation	1
	Sig. (2-tailed)	0.00
	N	100

Note: Correlation is significant at the 0.01 level (2-tailed).

This table has factors between teaching descriptive essay writing and student satisfaction. However, (N=100) and it shows that there is a moderate positive correlation with scores of  $r = .55$  at  $p\text{-value } 0.00 < 0.01$ .

## **Discussion, Conclusion, and Recommendations:-**

### **Discussion:-**

Cambodian EFL high school students employed the descriptive essay writing (DEW) at the high level. The type of correlation is decided by +1 to -1. If the correlation coefficient is close to +1, the correlation is linear positive. In other words, if one variable is high, another variable remains high, and if one variable is low, another variable remains low (Khalisa, 2018). At both moderate and high levels of linear, there is a positive impact of teaching descriptive essay writing on the relationship between (both curriculum and teaching quality). For the curriculum, the simple slopes were 0.53 for the moderate group and teaching quality 0.52. All of the slopes were significant at  $p < 0.01$ .

The relationship between teaching descriptive essay writing and student satisfaction is larger than as teaching quality is  $r = 0.52$ ,  $p = 0.00$ ,  $p > 0.01$ , table 4. However, as indicated in the tests described above, the simple slopes are significantly greater for the moderate group of students compared to the high group indicating the relationship is less stable as curriculum levels increase. By the way, Castelló et al., (2012), a global variable termed "global satisfaction" was used because it had a positive significant correlation ( $r = .479$ ;  $p = 0.01$ ). Moreover, with an inter-class correlation coefficient of  $r = 0.93$ , the on-line scientific writing group fared much better in the study, with higher overall satisfaction (Phadtare et al., 2009).

### **Conclusion:-**

As part of the conclusion, at least two major points that are consistent with the research findings can be summarized. According to the results of the questionnaire, the students' use of descriptive essay writing, curriculum, and teaching quality fell into the high usage category. Second, it was discovered that there were statistically significant relationships between the students' descriptive essay writing and their usage of those two student satisfaction metrics. In terms of correlational directions, support reading methods showed a positive correlation, whereas curriculum, teaching quality, and student satisfaction showed positive correlations. It indicates that participants' writing scores tended to be higher when they used more essay writing. Conversely, participants were more likely to have poorer writing scores the more they used supportive writing tactics. Weak relationships between the students' English reading achievement and the use of all essay writing techniques were found in terms of correlational strength.

The lack of statistical significance in the correlational data is the study's moderate weakness. This implies that the data was insufficient to prove that the same relationships existed in the population or that the correlations were accidental. Given the possibility that the study's sample size may not be sufficient to produce the necessary significance for the correlations, it is advised that future research enlist a larger sample size to see if comparable outcomes also arise with varying sample sizes.

### **Recommendations:-**

The findings of this study indicate that teaching descriptive essay writing has an impact on student satisfaction. Based on this finding, the teaching of descriptive essay writing still needs to improve, but it has the potential to teach students which curriculum and teaching quality are better if the shortfalls in the input and processing styles were given due consideration. The shortfalls are only in the teaching of descriptive essay writing and the necessary curriculum and teaching quality. In reality, these concepts frequently correlate with one another. Therefore, research recommends that the following steps be taken to ensure a higher level of descriptive essay writing and writing be processed styles in facts:

### **Must be written frequently and consistently:-**

The findings of this study can be used to provide a fertile ground for additional investigation into the writing students and how they can be more motivated to develop their writing abilities. Further study to improve the comprehension of writing students can include expanding both the depth and the breadth of the current research, as well as conducting further research in other areas (Khudhair, 2020).

**Must be train to challenge:-**

Teachers of students with learning problems (LD) should be taught how to work with them in the classroom. Experts suggest that essay writing is a skill that can be learned and teachers should be aware of how to improve their students' writing skills (Haider, 2014).

Research and discussion with regard to the difficulties and needs of students in learning writing, as well as taking into account the difficulties faced by the lecturer in the EFL classroom, led to the conclusion that poor writing output is a common cause of poor grades for students studying creative writing (Ariyanti & Fitriana, 2017, October). This study, researcher suggestion is offered to be applied by teachers and institution follow as below; firstly, in order to teach the students better, a sort of training and workshop are needed so that the lecturer can have brand new techniques and strategies to teach writing to EFL English of foreign language students. Secondly, additional credits for English writing and grammar courses should be added to have deep understanding of the students. Lastly, reduction of classroom size is important aspect to be highlighted in order to have more effective and satisfied teaching and learning results.

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