

REFERENCES

- Agustina, M., & Suarnajaya, W. (2021). Transitivity analysis of EFL students' narrative text in vocational high school. *Jurnal Pendidikan Bahasa Inggris Unfolds*, 9(3).
- Alwasilah, A. C. (2001). *Language, culture, and education: A portrait of contemporary Indonesia*. Bandung: Andira.
- Anderson, M. (1997). Text types in English teaching. In R. Brown (Ed.), *Teaching English literature* (pp. 45–50). Cambridge: Cambridge University Press.
- Arigusman, A. (2018). An analysis of students' narrative text writing: An SFL approach. *International Journal of Languages, Literature and Linguistics*, 4(2), 93–100.
- Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT Journal*, 54(2), 153–160. <https://doi.org/10.1093/elt/54.2.153>
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. New York: Longman.
- Byrne, D. (1993). *Teaching writing skills*. London: Longman.
- Chatman, S., & Attebery, B. (1993). *Reading narrative fiction* (pp. 59–65). New York: Columbia University Press.
- Cahyono, B. Y., & Widiati, U. (2006). The teaching of EFL writing in the Indonesian context: The state of the art. *TEFLIN Journal*, 17(1), 37–50.
- Coulmas, F. (2003). *Writing systems: An introduction to their linguistic analysis* (pp. 12–15). Cambridge: Cambridge University Press.
- Education Assessment Centre. (2022). National assessment results in writing. *Journal of Language and Literature*, 5(2), 45–58.
- Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL learners' writing skills: Problems, factors, and suggestions. *Journal of Education and Social Sciences*, 4(2), 81–92.
- Feng, Y. (2014). Developing writing skills in EFL contexts. *Journal of Modern Education*, 18(4), 200–215.
- Gerot, L., & Wignell, P. (1994). *Making sense of functional grammar*. Sydney: Gerd Stabler.

- Harmer, J. (2004). *How to teach writing*. London: Pearson Education.
- Hasan, M., & Bidin, S. J. (2023). Scaffolding students' descriptive writing skills in EFL context: A pedagogical approach. *Eurasian Journal of Applied Linguistics*, 9(3), 196–206. <https://doi.org/10.32601/ejal.903017>
- Hinkel, E. (2004). *Teaching academic ESL writing: Practical techniques in vocabulary and grammar*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Hyland, K. (2003). *Second language writing*. Cambridge: Cambridge University Press.
- Knapp, P., & Watkins, M. (2005). *Genre, text, grammar: Technologies for teaching and assessing writing*. Sydney: UNSW Press.
- Latifah, N., & Rahmawati, I. N. (2019). Teaching and learning narrative text writing through story mapping. *English Education: Jurnal Tadris Bahasa Inggris*, 12(1), 78–96. <https://doi.org/10.24042/ee-jtbi.v12i1.4428>
- Muman, & Rahayu, D. (2023). Exploring EFL students' challenges in writing descriptive texts: A case study of junior high school learners in Cimahi. *Journal of English Language and Education*, 10(5), 1595–1605. <https://jele.or.id>
- Nation, I. S. P. (2009). *Teaching ESL/EFL reading and writing*. New York: Routledge.
- Nunan, D. (2000). *Language teaching methodology: A textbook for teachers* (pp. 88–90). New York: Prentice Hall.
- Oshima, A., & Hogue, A. (2007). *Introduction to academic writing* (3rd ed.). New York: Pearson Longman.
- Putra, A., & Abdullah, R. (2019). An analysis of senior high school students' writing ability in descriptive texts. *Journal of English Language Teaching*, 8(2), 112–120.
- Rahmawati, R. (2022). Common errors in senior high school students' descriptive writing. *Journal of Language Education*, 11(3), 210–220.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice* (pp. 303–307). Cambridge: Cambridge University Press.
- Riesnawati, H. D. A., & Susanti, A. (2024). Improving students' descriptive writing skills through collaborative writing using Canva application. *ELT*

Worldwide: Journal of English Language Teaching, 11(1).
<https://doi.org/10.26858/eltww.v11i1.50274>

Sari, S. K. (2020). The use of adjectives and noun phrases in descriptive texts written by senior high school students. *Journal of English Language Teaching*, 9(1), 55–65.

Silva, T. (1993). Toward an understanding of the distinct nature of L2 writing: The ESL research and its implications. *TESOL Quarterly*, 27(4), 657–677.

Siregar, R. (2020). Generic structure of descriptive text. *Journal of English Education*, 5(2), 33–40.

Weigle, S. C. (2002). *Assessing writing*. Cambridge: Cambridge University Press.

Wishon, G. E., & Burks, J. M. (1980). *Let's write English*. New York: American Book Compan



**UPT. PERPUSTAKAAN PUSAT
UNIVERSITAS KATOLIK WIDYA MANDIRA KUPANG**

Nomor Pokok Perpustakaan: 5371002D2020114

Jl. Prof Dr. Herman Johannes, Penful Timur, Kupang Tengah, Kab Kupang

Website: <https://perpustakaan.unwira.com/> e-mail: lib.unwira@gmail.com

SURAT KETERANGAN HASIL CEK PLAGIASI

Nomor: 0212/WM.H16/SK.CP/2026

Dengan ini menerangkan bahwa:

Nama : Maria Yasinta Daa
NIM : 12121038
Fakultas/Prodi : Keguruan dan Ilmu Pendidikan/Pendidikan Bahasa Inggris
Dosen Pembimbing : 1. Dr. Madar Aleksius, M. Ed
2. Dr. Priscilla M. Assis. Hornay, S. Pd, MA, M. Ed
Judul Skripsi : **THE ANALYSIS OF DESCRIPTIVE TEXTS
WRITTEN BY EFL STUDENTS IN CLASS XI OF
SINT CAROLUS CATHOLIC HIGH SCHOOL
KUPANG**

Skripsi yang bersangkutan di atas telah melalui proses cek plagiasi menggunakan Turnitin dengan hasil kemiripan (*similarity*) sebesar **10% (Sepuluh) %**.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Kupang, 23 Februari 2026

Kepala UPT Perpustakaan,

Damianus Dami, S.Ptk.