

THESIS

**THE ANALYSIS OF DESCRIPTIVE TEXTS WRITTEN BY EFL
STUDENTS IN CLASS XI OF SINT CAROLUS CATHOLIC HIGH
SCHOOL KUPANG**



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WIDYA MANDIRA CATHOLIC UNIVERSITY KUPANG**

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THESIS

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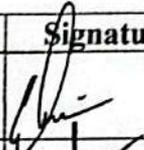
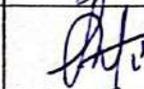
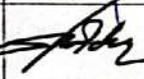
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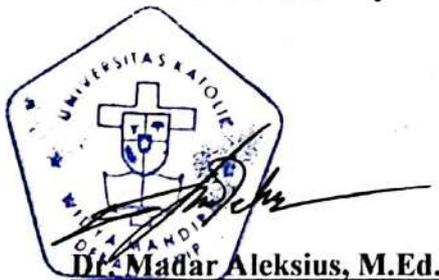
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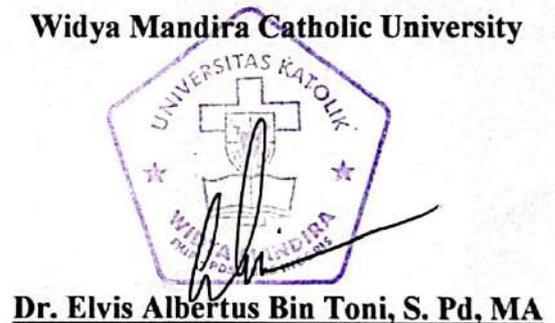
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STUDENTS IN CLASS XI OF SINT CAROLUS CATHOLIC HIGH
SCHOOL KUPANG**

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Kupang, 20 February 2026



Maria Yasinta Daa

MOTTO

“Success is not final; failure is not fatal: it is the courage to continue that counts.”

(Winston Churchill)

DEDICATION

I dedicate this paper to:

1. The late Martinus Bhara.
2. My mother, Edeltrudis Sangu, who has always supported and prayed for me throughout my university studies.
3. My beloved family, who have always supported and contributed during my studies.

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12. The researcher acknowledges the importance of perseverance and commitment in completing this thesis.

The researcher acknowledges that there are still many shortcomings in this thesis. Therefore, constructive feedback from any party will be gratefully received by the researcher, as it will be beneficial in achieving better results. May this thesis be of benefit to anyone who reads it, especially to students of the English Language Education Programme who are interested in further exploring the field of education

Kupang Desember, 18 December 2025

The Writer

ABSTRACT

This research is entitled: **The Analysis of Descriptive Texts Written by EFL Students in Class XI of Sint Carolus Catholic High School Kupang.** This study was conducted to examine the descriptive writing ability of eleventh-grade students at SMAK Sint Carolus Kupang by focusing on five assessment components: content, generic structure, grammar, vocabulary, and mechanics. The data were obtained from nineteen student essays written under the topic “Describe your favorite or most memorable person in your life.” The analysis employed the Jacobs et al. (1981) scoring rubric, integrating both quantitative scoring and qualitative interpretation. The results indicate that students’ descriptive writing proficiency still requires considerable improvement. The total score achieved by all participants was 1020, with an average score of 53.6, which is classified within the Average category (41–60). Individual scores ranged from 30, categorised as ‘Fair, to 82, categorized as Good, while none of the students reached the Excellent level (81–100). Among the five evaluated aspects, content appeared relatively stronger, as most students were able to convey their main ideas clearly. However, their descriptions tended to be brief and insufficiently developed. The primary difficulties were found in generic structure, grammar usage, vocabulary selection, and mechanical accuracy. For instance, errors in subject–verb agreement frequently occurred, vocabulary use was often repetitive (such as beautiful, kind, and good), and problems with spelling and punctuation negatively affected clarity. These issues resulted in texts that were sometimes incoherent, repetitive, and linguistically inaccurate. Overall, although students demonstrated basic competence in descriptive writing, their ability to expand ideas, organise texts effectively, apply grammatical rules consistently, use varied vocabulary, and maintain proper mechanics remains limited. The findings highlight a discrepancy between curriculum expectations and students’ actual performance, supporting previous research suggesting that EFL learners generally can generate initial ideas but still struggle with linguistic and technical accuracy. Therefore, the study suggests adopting innovative instructional approaches, including collaborative learning, technology integration, and scaffolding techniques, to enhance students’ descriptive writing skills and reduce the gap between expected standards and actual achievement.

Keywords: descriptive text, EFL, writing skills, error analysis

ABSTRAK

Penelitian ini berjudul: **Analisis Teks Deskriptif yang Ditulis oleh Siswa EFL Kelas XI Sekolah Menengah Katolik Sint Carolus Kupang**. Penelitian ini dilakukan untuk mengkaji kemampuan menulis deskriptif siswa kelas XI SMAK Sint Carolus Kupang dengan berfokus pada lima komponen penilaian: isi, struktur generik, tata bahasa, kosakata, dan mekanika. Data diperoleh dari sembilan belas esai siswa yang ditulis dengan topik “*Deskripsikan orang favorit atau paling berkesan dalam hidupmu.*” Analisis menggunakan rubrik penilaian Jacobs et al. (1981), yang mengintegrasikan skor kuantitatif dan interpretasi kualitatif. Hasil penelitian menunjukkan bahwa keterampilan menulis deskriptif siswa masih memerlukan peningkatan yang signifikan. Total skor yang dicapai seluruh peserta adalah 1020, dengan rata-rata 53,6, yang dikategorikan dalam kategori *Average* (41–60). Skor individu berkisar antara 30 (kategori *Fair*) hingga 82 (kategori *Good*), sementara tidak ada siswa yang mencapai kategori *Excellent* (81–100). Dari lima aspek yang dinilai, isi tampak relatif lebih kuat karena sebagian besar siswa mampu menyampaikan ide utama dengan jelas. Namun, deskripsi yang dihasilkan cenderung singkat dan kurang berkembang. Kesulitan utama ditemukan pada struktur generik, penggunaan tata bahasa, pemilihan kosakata, dan ketepatan mekanika. Misalnya, kesalahan *subject-verb agreement* sering terjadi, penggunaan kosakata cenderung berulang (seperti *beautiful*, *kind*, dan *good*), serta masalah ejaan dan tanda baca yang memengaruhi kejelasan. Permasalahan ini menghasilkan teks yang kadang tidak koheren, repetitif, dan kurang akurat secara linguistik. Secara keseluruhan, meskipun siswa menunjukkan kompetensi dasar dalam menulis deskriptif, kemampuan mereka untuk mengembangkan ide, mengorganisasi teks secara efektif, menerapkan aturan tata bahasa secara konsisten, menggunakan kosakata yang bervariasi, dan menjaga ketepatan mekanika masih terbatas. Temuan ini menyoroti adanya kesenjangan antara harapan kurikulum dan pencapaian aktual siswa, serta mendukung penelitian sebelumnya yang menunjukkan bahwa pembelajar EFL umumnya mampu menghasilkan ide awal tetapi masih kesulitan dalam akurasi linguistik dan teknis. Oleh karena itu, penelitian ini menyarankan penerapan pendekatan pembelajaran inovatif, termasuk pembelajaran kolaboratif, integrasi teknologi, dan teknik *scaffolding*, untuk meningkatkan keterampilan menulis deskriptif siswa dan mengurangi kesenjangan antara standar yang diharapkan dan pencapaian aktual.

Kata Kunci: teks deskriptif, EFL, keterampilan menulis, analisis kesalahan

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