

1 Teaching English Descriptive Essay Writing in Improving Writing Student Satisfaction of 2 Cambodian High School. 3

4 ABSTRACT

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

23 Keywords: descriptive essay writing, student satisfaction, curriculum, teaching quality.

24 1. Introduction

25 Education in the twenty-first century was a significant obstacle for educators. To achieve
26 adequate language skills, English needs changes for four parts, including writing, speaking,
27 listening, and reading. The most complex and challenging to master is writing. The use of
28 technology to improve students' writing skills in terms of correctness and fluency, organization,
29 and lexical appropriateness is particularly important in the context of second language learning
30 programs. The main aims and objectives of providing education in a society are to produce well-
31 disciplined and well-balanced individuals who are ultimately able to contribute to the
32 development and prosperity of the society.

33 1.1 Background of the Study 34

35 This study talks about the ideas behind essay writing, what motivates students to write
36 essays, how happy students are with their essays, and how students are involved in the
37 development and process of essay writing. Moreover, the study defines the term "descriptive
38 essay writing" as an essay writing process. In addition, defining the term "descriptive writing" is
39 a process of writing to be standardized and modeled for use in schools (textbooks, teaching
40 methods, and study schedules). According to Chealy (2009) after the 1979 overthrow of the

41 Khmer Rouge regime, Cambodia's educational system expanded to include the 5 + 3 + 3 and 6 +
42 3 + 3 systems. The current system consists of preschool, primary, secondary, and higher
43 education, with a minimum of nine years of basic education divided into three years for lower
44 secondary school and six years for primary school. Vann (2012), due to unequal social and
45 political change since its independence from France, Cambodia has never had the chance to
46 increase the standard of higher education. The civil war that occurred in Cambodia from 1970 to
47 1998 may have contributed to its failure and lack of dedication to higher education. From 1975 to
48 1979, Cambodia's education system was essential to its people because of the particular social
49 and cultural characteristics shaped by the Khmer Rouge government. The country's educational
50 development policies have changed in response to its conditions, which explains the educational
51 system's difficulty (Dy, 2005).

52 Although, for Cambodian second language learners show specialist writing skills in a
53 competition focusing on English structure and composition compared to Khmer's, which
54 involves EFL educators and students (Jafar et al., 2009; Dastjerdi & Samian, 2011). However, in
55 Cambodia, English covers all the other foreign languages for economic, educational, and
56 workforce benefits, particularly the better job opportunities it offers (Phan, 2015). According to
57 Braine and Claire May (1996:60), writing is a vital skill in teaching English. It includes spelling,
58 grammar, vocabulary, and punctuation and requires learning proper verbs, pronouns, and
59 commas as cited by (Silfia, 2018). English foreign language (EFL) students frequently have
60 problems with writing training, are worried about a lack of writing skill acquisition, and have
61 feelings of ineptitude, dissatisfaction, and limited ability by themselves (Chen, 2012). Writing is
62 regarded as a complex skill, especially for the majority of English language learners (EFL), who
63 face several challenges in writing (Riadil et al., 2023). Teaching students about writing is the
64 most difficult because of their limited familiarity with written language. Improving listening,
65 speaking, reading, and writing skills is important for mastering a foreign language (Ariana,
66 2010). Mousavi and Darani, (2018), as cited Li (2014), foreign language (EFL) or ESL learners
67 often overlook the entire writing process, which includes planning, idea generation, and
68 organization, focusing solely on vocabulary, grammar, and structure in schools and colleges.

69 According to Alexander (2008) students' possibilities of success improve when they have
70 strong writing abilities as cited by (Hosseini et al., 2013). Although, Suleiman (2000) emphasizes
71 writing's importance in language learning, emphasizing its multifaceted nature in instructional
72 approaches, evaluation procedures, and language development. We may use different processing
73 models for different writing purposes (Lee & Kantor, 2005). However, written fluency is not
74 about content sophistication or form accuracy; it measures the number of words or structural
75 units a writer can include within a specific timeframe (Wolfe- Quintero et al., 1998, p. 14).
76 Writing is a crucial university student competency, involving cognitive and metacognitive
77 activities like brainstorming, planning, description, organizing, drafting, and examination
78 (Talebinejad, 2007). Writing is a crucial linguistic task that requires mastery of mechanical,
79 linguistic, and rhetorical conventions to effectively communicate, whether in one's first or
80 second language (Khatib & Mirzaii, 2016). Writing in a foreign language can be difficult given
81 the target language's particular rules, such as syntax, vocabulary, and discourse. To help children
82 improve their writing skills, educators must first identify the specific difficulties they face
83 (Yuliana et al., 2016). Reid (1993) contends that writing ability is of utmost importance for
84 teaching pupils how the many parts of a language interact harmoniously (Gautam, 2019). Igawa

85 (2008) claims that English is widely used in Cambodia for both corporate and academic
86 purposes. As a result, it has been studied and taught for many years at all colleges and schools
87 cited by (Soeung, 2020). Furthermore, writing, particularly letter production, is a multimodal,
88 multileveled linguistic and physical skill. That is, writing develops through language by hand,
89 sight, ear, and mouth (Berninger et al., 2015). Writing is an essential skill for teaching a foreign
90 language, aiding in vocabulary, grammar, speaking, reading, and pronunciation. It helps students
91 retain patterns and has a profound psychological impact, making it a powerful tool in teaching
92 English grammar, penmanship, spelling, and composition (Madrakhimova, 2020).

93 Moreover, Amri (2021), writing is a difficult skill, particularly for English language
94 learners (EFL), as it involves a combination of fluency, organization, diction, language use, and
95 mechanics, making it a time-consuming task (Riadil et al., 2023). Three types of essay writing
96 (narrative, descriptive, and expository) aim to achieve consistency, fluency, syntactic complexity,
97 and accuracy (Way et al., 2000). Descriptive essay writing involves accurate subject descriptions
98 of human places, animals, or natural phenomena. It involves developing a simple image of a
99 concept and theme, with an introduction that effectively communicates the idea to the reader
100 (Smith, 2013).

101 In Cambodia, Boramy (2010), educators struggle to assist students in drafting essays,
102 often causing errors. There are two options for education providers: focusing on language
103 mistakes and grammar issues or allowing students to build essay content. According to Abbas
104 (2017), essay writing is a skill that students can learn and practice, focusing on a specific topic or
105 personal viewpoint. It often uses persuasive points and enhances their ability to write academic,
106 scientific, argumentative, and other English texts as cited by (Frastivi & Sari, 2020). Essay
107 writing involves composing essays focused on mechanics, content, style, logic, grammar,
108 vocabulary, diction, and rhetorical aspects, including organization, cohesion, unity, subject,
109 opportunity, and audience appropriateness (Jahin, 2012). Essay writing is a form of writing that
110 has three levels: the first level, which deals with writing components; the second level, which
111 deals with paragraphs; and the third level, which deals with essays (Ramadhanty et al., 2020).
112 Additionally, Alice and Oshima, an essay is a concise piece of writing that often presents the
113 author's personal perspective, encompassing literary criticism, political analysis, academic
114 arguments, daily life observations, and personal reflections (Aulia, 2023).

116 **1.2 Statement of the Problem**

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

129 The learners suffered from weaknesses in their writing performance, which were
130 manifested by their difficulty to use evidence, regulate the flow of their writing, control the
131 quality and quantity of their language, and write to the right audience in their writing. Based on
132 the majority of EFL students, the inefficiencies in their writing performance may be linked back
133 to the inadequacies in the strategies and procedures used in teaching them how to write
134 (Abdelrahman, 2013). Even though, a survey, the most common issues with academic writing
135 among Iranian postgraduate students at Universiti Kebangsaan Malaysia (UKM) include difficult
136 such as punctuation, grammar, spelling (form), arranging material, critically articulating ideas,
137 coherence, and content (Mousavi & kashefian-Naeeni, 2011).

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139 Although, the source of their problems is a lack of English writing practice when they
140 were in Iran, as well as their English teachers' lack of teaching expertise, insufficient group
141 activities in their classes, and a discouraging academic writing environment (Kashni, 2014). But
142 the difficulties in writing motivation are on vocabularies, structure, grammar, materials, teacher
143 guide. Writing impact on student in Cambodia as teachers, students, and environment, but they
144 impact on writing to students who do not want to learn so no motivation.
145 As accepted by many researchers (i.e., McDonough, 1983; Ellis, 1994; Li & Pan, 2009; Yu-mei,
146 2009; Chalernporn & Usa, 2011), motivation is considered as one of the important
147 factors responsible for different achievement among students according to (Drzymala, 2015).

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

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165 However, Pawapatcharodom (2007) cited by (Boonyarattanasoontorn, 2017), identified
166 four writing challenges Thai students face: fast essay completion, English academic paper
167 completion, correct grammar application, and developing relevant topic structures. Besides, Peer
168 review and editing provide valuable feedback on writing, identifying structure, and
169 communicating issues that writers can overlook due to their proximity to their work (Barua,
170 2017). Based on Ahmadi et al., (2012), Barry K. Beyer (1995), and Buranapatana (2006), as
171 cited by Maekong (2015), indicate that many studies indicate that students' difficulties,
172 particularly in expressing their original ideas in a foreign language, are linked to a lack of critical
173 thinking skills. At last, Lebanese American University's English as a Foreign Language (EFL)
174 freshmen program addresses writing problems faced by students with "low" language ability

175 (Bacha, 2002).Fore though, students often struggle with sentence structure and lexical use,
176 possibly due to a lack of motivation and study techniques. Improving these skills can improve
177 writing production and motivate under-performing expressive language skills. Writing is a
178 complex skill that requires constant corrections and no replanted lessons. Simple structure,
179 context, vocabulary development, sentence patterns, and imaginative writing promote creative
180 thinking.

181 182 **1.3 Purpose of the study** 183

184 This study applies a quantitative method in order to find out the English descriptive essay writing
185 class students' satisfaction and how it was correlated with their essay writing strategies at one of
186 Cheasim high School in Phnom Penh, Cambodia by determining two types of essay writing
187 strategies: quality of writing, and curriculum of writing.
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189 **1.4 Research Questions**

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

- 191 1. How often did the Cambodian EFL students high school use descriptive essay writing?
- 192 2. What was the relationship between the Cambodian EFL high school students' use of
193 the curriculum and descriptive essay writing?
- 194 3. What was the relationship between the Cambodian EFL high school students' use of
195 the teaching quality and descriptive essay writing?
- 196 4. How does student satisfaction occur through teaching descriptive essay writing?
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198 **1.5 Significance of the Study** 199

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

- 203 1. The study will be important to parents in that the findings will inform parents whether
204 their investment in public learning has any benefits in terms of academic performance and also
205 inform the method to improve satisfaction.
- 206 2. The study may help teachers, as the results allow students to understand the effects of
207 descriptive essay writing by using a good lesson plan of textbook format.
- 208 3. The study may be of benefit to the researchers and English teachers in general schools.

209 Students become aware of their strengths and weaknesses on writing through peer
210 assessment; they are likely to move towards improvements. And they are likely to strive for
211 perfection through self-reflection and feedback from their peers. The participants identified their
212 learning based on the feedback they were provided. Exploring this research helps learners write
213 expertly in their writing and helps them discover ways to overcome the difficulties of essay
214 writing.This study shows the strategies teachers should arrange to help students improve their
215 essay writing. The learners demonstrated a strong sense of autonomy and cooperation as they
216 engaged in the learning process. Additionally, guides may be made to improve students while
217 measuring the level of student satisfaction in learning descriptive essay writing. Above all, the
218 results of this study can be better for future research and increase the value of peer evaluation in
219 various educational settings by using various research designs and instruments.

220 2. Methodology

221 The research design used in this quantitative study was correlational. Ary (2006) states
222 that descriptive studies seek to collect data on the phenomenon of rank.
223 This research uses quantitative data because the researcher tested research hypotheses (Fitriyah,
224 2014). The correlation analysis is an evaluation of the linear association between the two or more
225 random variables (Peers, 2006). Based on Borsdorf et al., (2008), correlation analysis the goal is
226 to predict the possibility of a structural information related detail coefficient. The correlation is
227 the most important statistical measure of correlation coefficient, since it offers exact information
228 on the direction and intensity of the relationship between two variables (Schultz, 2009). High
229 scores on one variable are associated with low scores on the other. The relationship's direction
230 can take either a favorable or a negative turn (Azzuhria, 2017). A correlation analysis was
231 performed in this study to investigate the relationship between student's satisfaction an
232 descriptive essay writing from a Cheasim Sameky high school in Phnom Penh, Cambodia, who
233 studied a Foreign Language (EFL). A total 100 students who were enrolled in an EFL essay
234 writing skill were chosen.

235 The direction of the relationship is determined by the relationship between the two
236 variables and their relative importance. Further, there's a correlation coefficient that is a
237 numerical indicator that tells you how strong and which way the association between two
238 variables is. The correlation coefficient can range from -1 to 1. If the number is more than zero,
239 it is said to be positive (Johnson & Christensen, 2012, p.44). A positive correlation exists when
240 the scores on two variables tend to move in the same way. When one variable rises, the other
241 tends to fall, and vice versa. The correlation is shown to be perfect when the number is equal to
242 either -1.00 or +1.0 (Sriwarsiti, 2017).

243 It has two dimensions of satisfaction: curriculum and teaching quality and there are 23
244 items (Items 1 to 23) adapted from (Leyian, 2016). Student satisfaction is the dependent
245 variable. And the result of pilot study showed that Cronbach's alpha of student satisfaction is
246 0.90, it can be seen that Cronbach's is the best. There are 23 items for student satisfaction and
247 the questionnaires response and writing scores of the participants were ultimately examined
248 using SPSS.

249

250 3. Findings

251 3.1 Results of the Research Question 1

252 1. What was the relationship between curriculum and descriptive essay writing?

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

260

261 *Table 1*

262 Cambodian EFL students high school use descriptive essay writing ($N=100$)

No	Items of Questionnaire	Mean	S.D.
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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

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2) *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

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3) 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)

3.2 Results of the Research Question 2

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

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

296 Table 4
 297 *The Correlation between curriculum and descriptive essay writing*
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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).

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

3.3 Results of the Research Question 3

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 305 According to the findings of research question 2, SPSS was used to gather and evaluate
 306 quantitative data on students' usage of and descriptive essay writing and teaching quality as
 307 shown by their writing scores. Lastly, statistical analysis was used to look for any relationship
 308 between the descriptive essay writing and the use of writing tactics.
 309

310 Table 4
 311 *The Correlation between descriptive essay writing and teaching quality*
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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).

313 The correlation between teaching descriptive essay writing and teaching quality is reporting a
 314 moderate positive correlation. However, (N=100) it shows by Pearson Correlation result $r = 0.52$
 315 with p-value is 0.00 which is less than 0.01.

3.4 Results of the Research Question 4

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318 Once more, SPSS was used to statistically examine quantitative data on students' usage
 319 of student satisfaction student from the questionnaire and their writing scores, which showed
 320 their proficiency in English. The purpose of the analysis was to determine whether the student
 321 satisfaction and their use of descriptive essay writing were correlated in any way.
 322

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

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

323 This table has factors between teaching descriptive essay writing and student satisfaction
 324 However, (N=100) and it shows that there is a moderation positive correlation with scores of r =
 325 55 at p-value 0.00 < 0.01.

326 4. Discussion, Conclusion, and Recommendations

327 4.1 Discussion

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

336 The relationship between teaching descriptive essay writing and student satisfaction is large than
 337 as teaching quality is $r = 0.52$, $p = 0.00$, $p > 0.01$, table 4. However, as indicated in the tests
 338 described above, the simple slopes are significant greater for the moderation group of students
 339 compared to the high group indicating the relationship is less stable as curriculum levels
 340 increase. By the way, Castelló et al., (2012), a global variable termed "global satisfaction" was
 341 used because it had a positive significant correlation ($r = 0.479$; $p = 0.01$). Moreover, with an inter-
 342 class correlation coefficient of $r = 0.93$, the on-line scientific writing group fared much better in
 343 the study, with higher overall satisfaction (Phadtare et al., 2009).

344 4.2 Conclusion

345 As part of the conclusion, at least two major points that are consistent with the research
 346 findings can be summarized. According to the results of the questionnaire, the students' use of
 347 descriptive essay writing, curriculum, and teaching quality fell into the high usage category.
 348 Second, it was discovered that there were statistically significant relationships between the
 349 students' descriptive essay writing and their usage of those two student satisfaction metrics. In
 350 terms of correlational directions, support reading methods showed a positive correlation, whereas

351 curriculum, teaching quality, and student satisfaction showed positive correlations. It indicates
352 that participants' writing scores tended to be higher when they used more essay writing.
353 Conversely, participants were more likely to have poorer writing scores the more they used
354 supportive writing tactics. Weak relationships between the students' English reading achievement
355 and the use of all essay writing techniques were found in terms of correlational strength.

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

362 **4.3 Recommendations**

363
364 The findings of this study indicate that teaching descriptive essay writing has an impact
365 on student satisfaction. Based on this finding, the teaching of descriptive essay writing still needs
366 to improve, but it has the potential to teach students which curriculum and teaching quality are
367 better if the shortfalls in the input and processing styles were given due consideration. The
368 shortfalls are only in the teaching of descriptive essay writing and the necessary curriculum and
369 teaching quality. In reality, these concepts frequently correlate with one another. Therefore,
370 research recommends that the following steps be taken to ensure a higher level of descriptive
371 essay writing and writing be processed styles in facts:

372 **1) Must be written frequently and consistently**

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

378 **2) Must be train to challenge**

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

382 Research and discussion with regard to the difficulties and needs of students in learning writing,
383 as well as taking into account the difficulties faced by the lecturer in the EFL classroom, led to
384 the conclusion that poor writing output is a common cause of poor grades for students studying
385 creative writing (Ariyanti & Fitriana, 2017, October).

386 This study, researcher suggestion is offered to be applied by teachers and institution follow as
387 below; firstly, in order to teach the students better, a sort of training and workshop are needed so
388 that the lecturer can have brand new techniques and strategies to teach writing to EFL English of
389 foreign language students. Secondly, additional credits for English writing and grammar courses
390 should be added to have deep understanding of the students. Lastly, reduction of classroom size
391 is important aspect to be highlighted in order to have more effective and satisfied teaching and
392 learning results.

393 Based on of this study nothing a lit bit who take found on this researching so that researcher just
394 study its. Especially, there were forty-four studies, they had very important for this research
395 study so just researcher would like to study ones. Based on the results of study found some lacks
396 of teaching descriptive essay writing this study researcher used quantitative method for survey
397 questionnaires studying, SPSS, correlation and correlation coefficient.

398

399 5. References

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