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REVIEWER'S REPORT

Manuscript No.: IJAR-56889

Title: Teaching English Descriptive Essay Writing in Improving Writing Student Satisfaction of Cambodian High School

Recommendation:

- Accept as it is
- Accept after minor revision.....
- Accept after major revision
- Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality		...		
Techn. Quality		...		
Clarity		...		
Significance	...			

Reviewer's ID: JPR-180

Detailed Reviewer's Report

The research paper titled “*Teaching English Descriptive Essay Writing in Improving Writing Student Satisfaction of Cambodian High School*” addresses an important issue in English as a Foreign Language (EFL) education, particularly focusing on the relationship between writing instruction and student satisfaction. The study is relevant in the context of developing countries like Cambodia, where English proficiency is increasingly linked to academic and professional opportunities. The abstract provides a general overview of the study, including its purpose, methodology, and key findings, particularly highlighting a moderate positive correlation ($r = 0.55$) between descriptive essay writing and student satisfaction. However, the abstract could be improved in clarity, coherence, and grammatical accuracy to enhance its academic quality. The introduction presents a broad discussion of the importance of writing skills in language learning and situates the study within the Cambodian educational context. It effectively highlights the challenges faced by EFL learners, such as difficulties in grammar, vocabulary, and organization. The literature review is extensive and incorporates a wide range of sources, demonstrating the researcher's effort to build a theoretical foundation. However, the section lacks coherence and critical synthesis; many studies are listed rather than analytically connected. Additionally, there are issues with repetition, inconsistent referencing, and occasional irrelevance, which weaken the overall scholarly rigor of the section.

The statement of the problem clearly identifies key issues such as students' lack of motivation, inadequate teaching strategies, and poor writing performance. These concerns are well-supported by references to prior studies. The research questions and purpose of the study are explicitly stated, focusing on the relationship between descriptive essay writing, curriculum, teaching quality, and student satisfaction. This clarity is a strength of the paper, as it provides a clear direction for the research. The methodology adopts a quantitative correlational design, which is appropriate for examining relationships between variables. The sample size of 100 students from a Cambodian high school is adequate for a case study, and the use of SPSS for statistical analysis adds credibility to the findings. The reliability of the instrument (Cronbach's $\alpha = 0.90$) is strong, indicating consistency in measurement. However, the study lacks detailed explanation regarding sampling techniques, questionnaire design, and ethical considerations, which are essential components of rigorous research methodology.

The findings are presented through descriptive statistics and correlation analysis. The results indicate that students frequently use descriptive essay writing strategies and that there is a moderate positive correlation between descriptive essay writing and curriculum ($r = 0.53$), teaching quality ($r = 0.52$), and student satisfaction ($r = 0.55$). These findings suggest that improved teaching practices and curriculum design can enhance student satisfaction and writing performance. While the statistical results are clearly reported, the presentation of tables is somewhat disorganized, and interpretation could be more concise and analytically deep.

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In the discussion section, the author attempts to relate findings to existing literature, but the analysis remains largely descriptive rather than critical. The conclusion summarizes key findings effectively, emphasizing the positive relationship between teaching descriptive essay writing and student satisfaction. The recommendations, such as improving teacher training, increasing writing practice, and reducing class size, are practical and relevant. However, the study acknowledges certain weaknesses, including limited sample size and lack of statistical significance in some correlations, which is a commendable aspect of the paper.

Overall, this paper contributes to the understanding of EFL writing instruction and student satisfaction in the Cambodian context. It highlights the importance of effective teaching strategies and curriculum design in enhancing writing skills. However, the study is limited by issues related to language proficiency, organization, and depth of analysis. With improvements in academic writing style, clearer structure, stronger critical engagement with literature, and more rigorous methodological detail, the paper has the potential to make a more significant contribution to the field of language education research.