GAPS BETWEEN MODEL AND STUDENT'S DESCRIPTIVE TEXTS BASED ON GENRE LEVEL AND TRANSITIVITY ANALYSIS

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A B S T R A C T

Indonesian students' writing ability is one of the concerns that the government focuses on currently. However, students still find it hard to express their ideas in writing. Therefore, there is a strong nessecity to analyze the way students write texts and to provide pedagogical implication that is hopefully assist teachers and students in developing their writings skill. This research adopts qualitative design, particularly the textual analysis in order to find the gaps between a model descriptive text and a student-written descriptive text based on their genre level and transitivity analysis. The data of this research were gained from a descriptive text written by a seventh-grade junior high school student from a junior high school in West Java, Indonesia and a model text taken from an English textbook. The results of this research indicate that the student still needs improvements in order to write a good descriptive text. The findings show that at genre level, the students have fulfilled the schematic structure of descriptive text, However, the text needs improvement in cohession. The gaps were stressed in the analysis of transitivity where both texts are dominated with relational process type and this has fulfilled the language feature of descriptive text. However, the relational process types in student's writing are not as rich as those found in the model text. Therefore, it is necessary to improve certain pedagogical implications, such as the application of genre-based pedagogy in the classroom in order to improve students' writing.

A R T I C L E I N F O

1. INTRODUCTION

Indonesian students' writing ability is one of the concerns that the government focuses on currently. The Ministry of Education, Culture, Research, and Technology (MECRT) of Indonesia mentioned that one of the language skills that students need to master is writing skill. For instance, a learning outcome for Phase D students (seventh-graders) is to be able to communicate their ideas through simple yet organized paragraphs. Moreover, the students are also required to be able to produce different genre of texts (Kemendikbud, 2021). There are at least eight genres for students to learn proposed by some genre theorists, they are recount, report, explanation, exposition, discussion, procedure, narrative, and news story (Emilia, 2005). However, this study focuses on the analysis of one of the branches of report text, namely descriptive text. Furthermore, in the learning outcomes, it is stated that the students are expected to be able to include basic information and detail, and also vary their sentence construction in writing.

However, students still find it hard to express their ideas in writing, one of the reasons is because they have difficulties in choosing the most suitable vocabularies for their writings (Kencana et al., 2022). Another problem faced by students in writing English as a foreign language is the issue of cohession and coherence (Hasan & Marzuki, 2017; Rahmatunisa, 2014). Rahmatunisa (2014) also added that the linguistic problems encountered by students are grammatical structure, formatting words, words classes, error in using words, and the use of article. Therefore, there is a strong nessecity to analyze the way students write texts and to provide pedagogical implication that is hopefully assist teachers and students in developing their writings skill.

This study focuses on the analysis of transitivity in descriptive texts written by a seventh-grade (Phase D) junior high school student and compared it to a model text taken from an English textbook in order to find the gaps between both texts in genre level and transitivity level based on Systemic Functional Linguistics (SFL) perspectives. SFL is a framework for seeing language as a resource of meaning. To be precise, it is used to see the language-use in the textual process of social life (Eggins, 2005). Transitivity, on the other hand, as a part of lexico-grammar category belongs to an analysis of the field, particularly focusing on ideational metafunction. Transitivity or process type is a major system of grammar choice in a clause (Eggins, 2005). The focus of this analysis is centered not only on the grammatical choices focusing on transitivity in two descriptive texts written by a student an an expert, but

also their genre structure. It is necessary to focus on the analysis of genre as well since genres provide students a sense of the generic models that are often found in an English-speaking culture. Then, they motivate students to understand ways of making meaning (Christie, 1999).

The study on transitivity focusing on students' descriptive texts, especially in comparison with a model text is very limited. Therefore, this study is conducted with expectations to become a suplementary source for teacher s in preparing the effective practices in genre-based writing. In addition, the result of this study is also expected to provide understandings to teachers and students of how the descriptive text should be written and to how the linguistics features are usually applied in this particular genre of text.

Systemic Functional Linguistics

Systemic Functional Linguistics (SFL) was pioneered by Michael Halliday and his colleagues in the 1960s and 1970s. According to Eggins (2005), SFL is a framework to see language as a resource of meaning. The word "functional" in Systemic Functional Linguistics (SFL) means that language has purposes and is useful to get everything done in life (Gunawan, 2020). The SFL theorists believe that language use is functional and its function is to make meaning. The meanings are influenced by the social and cultural context where the language is exchanged. Thus, language cannot be separated with its use in the social life and SFL exists to see the language-use in the textual process of life. The term 'context' is usually used in SFL field in order to provide a wider picture of what was going on around language (Knapp & Watkins (2005). To simplify, Halliday & Hasan (1989) refered to context as 'what is with the text'. It is beyond what is written and said from a text, which is the environment in which a text occurs.

Systemic Functional Linguistics (SFL) is a useful tool to identify any kind of texts, in this case a student's text and a model text. Many studies, especially in Indonesian context, use SFL as a framework to analyze texts used in teaching-learning contexts (Kencana et al. (2022); Utami et al., 2022; Dewi, 2021; Maria & Wayan, 2021; Rosmayanti et al., 2021). Dewi (2021) investigated the gaps between an expert's text and a student's text by using SFL framework. From the analysis, it is found that the student's text is still lacking at genre level and register level compared to the model text. Therefore, a better pedagogical implication needs to be suggested to the teacher in order to help students improve their writing.

Martin & Rose (2007) elaborated the three metafunctions of language, they are: (1) the interpersonal metafunction to enact relationship, (2) the ideational metafunction to

represent experience, and (3) the textual metafunction to organize text. However, this study is only centered to the second metafunction of language, which is ideational metafunction.

Experiental Metafunction and Transitivity

The ideational metafunction is among three language metafunctions proposed by Halliday in Systemic Functional Linguistics (SFL). It expresses 'meanings about the world'. The ideational metafunction have two components, namely experiental and logical meaning (Eggins, 2005). However, this research focused on the experiental meaning or the experiental metafunction of language in the form of a student's and an expert's descriptive texts.

The experiential metafunction refers to 'grammar of the clause as representation'. "As with the clause as exchange, we find there is one major system of grammaricall choice involved in this kind of meanin. This is the system of Transitivity." (Eggins, 2005, p. 213). Transitivity is also called the process type. The process in Transitivity is what is going on in a clause. It is represented by the verbal group (See **Table 1)**. There are some paradigms in transitivity, namely material, mental, verbal, behavioral, existential, and relational processes (see **Figure 1**).

Table 1. An example of transitivity analysis

Luke	*plays*	*a guitar*
Actor	Pr:material	
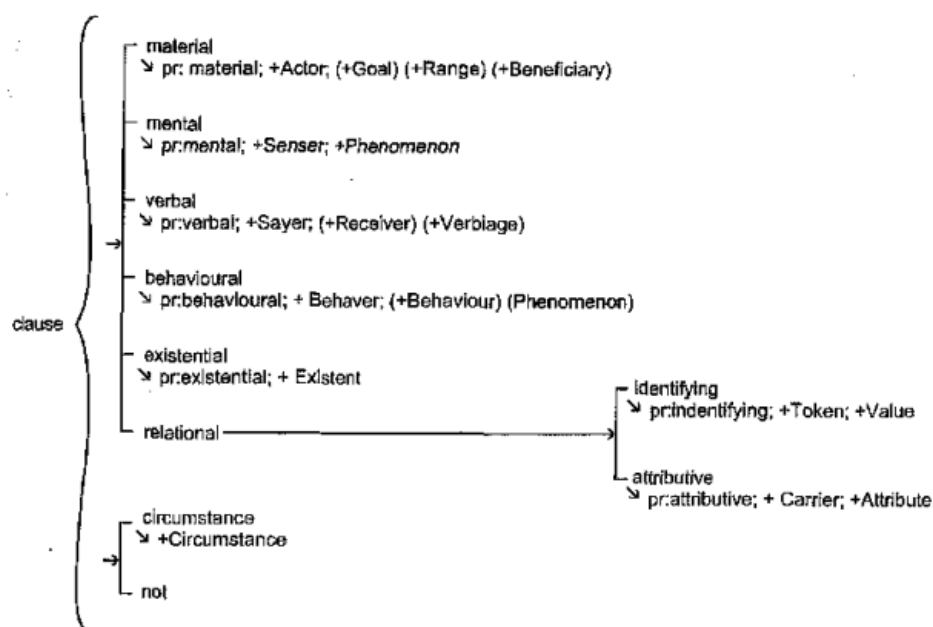
Figure 1. The System of Transitivity (Eggins, 2005)

Figure 1 showed the variety of the processes in transitivity represented by the verbal group. The first one is material process or a process of doing. This process represents that some entity does something and the process can be substituted by the verb "do". The second process is the mental process or the process of sensing. It represents humans who sense, feel, think, or perceive. This process cannot be substituted with "do". Next, the relational process which is the process of being (Halliday, 1994). Finally, behavioral process is in-between the mental and material processes. They are in the form of actions but they have to be experienced by a conscious being, such as *breathe, cough, dream*, and so on (Eggins, 2005).

Studies focusing on the analysis of transitivity have been conducted in educational field, especially in Indonesian context (Utami et al*.,* 2022; Maria & Wayan, 2021; Maya et al*.,* 2020; Rosmayanti et al*.*, 2019; Rahmawati, 2019; Rohmat et al*.,* 2018). An analysis showed that students from a school in the Philippines applied six types of process types and the most dominant process used by the students in writing recount text is material process (Rahmawati, 2019). This is in accordance with another research conducted in Indonesia that showed material process is the dominant transitivity process type used by students in writing recount text (Rosmayanti et al*.*)

Descriptive Text

Descriptive text is among genres taught in Indonesian schools. Knapp and Watkins (2005) argued that the genre of describing is the most widely used genres in all learning areas, usually K-6 and beyond. In Indonesian context, descriptive text is commonly taught from the

7th-grade or Phase D. The purpose of the descriptive text is to give information about an entity by describing it. The descriptions can be in the form of its features, history, or special characteristics. The examples of descriptive texts used in curriculum contexts, such as *Sydney Harbour Bridge, China, my bicycle,* etc. (Derewiankan & Jones, 2016).

Rose and Martin (2012) proposed the "Map of Genre in School". From their perspective, descriptive text is a part of reports within the genre family of "informing". Derewianka and Jones (2016) broke down the structue of a descriptive report text into three, they are:

- Title

- General statement (identifies the entity)

- Description (describes particular features, characteristics, activities, and behaviours) (p. 162).

Knapp and Watkins (2005), on the other hand, stated that the ordering process of describing works in several ways; first of all, it names the thing generally, then classifies it. Finally, it deals with its attributives, behaviors, functions, and so on.

The grammatical features of the genre of describing according to Knapp and Watkins (2005) are as follow; (1) The present tense is predominantly used when describing things from a technical or factual point ov view, (2) Past tense tends to dominate in literary descriptions even though present tense may be used as well, (3) Relational verbs (is, are, has, have) are used when describing appearance/qualities and parts of phenomena and when classifying, (4) When describing behaviors, action verbs are used, (5) Mental verbs are used when describing feelings in literary descriptions, (6) The use of adjectives is common to add more information to nouns, (7) The use of adverbs and adverbial phrases is common to add extra information, and the list goes on.

In Indonesian context, studies on descriptive text are quite common (Zahra et al*.,* 2020, Potradinata, 2018; Rohmat et al*.,* 2018) even though it is not as popular as the analysis of other genres of text such as recount text and exposition text. A study conducted in junior high school context showed that students were able to write descriptive texts with good cohesion and coherence (Zahra et al*.,* 2020). From the gaps found above that the analysis of descriptive texts, especially in students' texts, is still limited, this analysis aims to analyze and compare the genre and the transitivity process types of selected descriptive texts written by a 7th-grader and and a model text with following research question: **What are the gaps**

between model descriptive text and a student's descriptive text in terms of genre level and transitivity?

2. METHOD

The Design

This research adopts qualitative design, particularly the textual analysis. The qualitative design is utilized to gain an in-depth understanding about a phenomenon. Creswell (2013) mentioned that qualitative research focuses on exploring human or problems in the society. **The textual analysis** is chosen since this study analizes how student's descriptive text differs from the expert's desxriptive text through the perspective of Systemic Functional Linguistics (SFL).

Data

The instruments used in this study are a student's text and a model text chosen for document or textual analysis. One text is a descriptive text written by a seventh-grade student at a junior high school in West Java, another text is a descriptive text taken from an English textbook.

Data Collection and Analysis

The steps of the data collection are as follows:

1. The genre of text was determined.

2. One descriptive text from the textbook and one descriptive text written by the student were chosen.

3. The student's and the model's text were analyzed based on transitivity framework.

The data of this study were collected by using textual analysis. The texts were examined in order to find the gaps between both texts by utilizing the transitivity system. This research employed the language ideational metafunction, specifically experiential meaning based on Systemic Functional Linguistics (SFL). The field of the context would be discovered through the study of process types in the transitivity system. These process types are known as: material, mental, behavioral, verbal, existential, and relational processes

3. RESULTS AND DISCUSSION

3.1 Results

Model Text

Genre Level

The data from the model text showed that the writer managed to convey their idea very well. It can be seen from the organization of the paragraphs that is in a good order meaning that the writer followed the structure of descriptive text in order. The structure includes title, general statements, and descriptions (Derewianka & Jones, 2016). The writer also placed the paragraphs in the right places. For instance, the first paragraph is the general statements or the identification of the passage. It includes the general description of the Pink Beach. Then, the paragraph is followed by the descriptions of the Pink Beach that is broken down into three paragraphs with three different descriptions. The second paragraph describes the specific uniqueness of the Pink Beach, such as its pink sand, the clear and shallow water, the hills, and so on, followed by the description of the unique sand in the Pink Beach in the third paragraph. This paragraph consists of the description of different theories about where the color pink in the sand comes from. Finally, the last paragraph describes the condition of the Pink Beach environment, such as its ambiance, its beauty, and things to do around the beach. See **Table 2** to see the illustration of the finding. This finding indicated that the structures of the descriptive text written by the writer are in line with the structures of descriptive text proposed by expert (Derewianka & Jones, 2016).

Text Structure	Text	
Title	Pink Beach	
General Statements/ Identification	There are about 7 pink beaches on this planet. One of them is located near Komodo Island, Indonesia. It is called the Pink Beach. Due to its beauty and uniqueness, many tourists have called it one of the best places to visit in Nusa Tenggara.	
Descriptions	The main lure is its pink sand. The water is clear and shallow. It is calming! The perfect time to visit Pink Beach is during the summer. It features perfect weather and clear sky. You can even see some unique clouds above. On the hills, there are only some trees. Usually tourists walk on the shorelines and enjoy the breeze of the wind. It is a relaxing experience so you must visit this beach someday.	The description of the specific uniqueness of Pink Beach.
	Pink Beach is a nice place to relax. It offers an astonishing view. The pink color comes from dead red corals. Their fragments drift to the shoreline and mix with the sand, creating pink colored sand. However, some people have a different theory. They believe the colors come from microscopic animals called foraminifera. Another famous activity is diving. With proper diving equipment, you are able to explore numerous fish and corals. Both snorkeling and diving are quite popular activities here.	The description of the sand in Pink Beach and things to do at the beach.

	The beach is uninhabited. That means you won't meet local people here. Due to this, you may experience a peaceful ambiance. The beauty of the beach is unspoiled. It is a wonderful place for relaxing indeed. Apart from diving, you can simply lie down on the beach. It is a good spot for sunbathing. There is a problem, though. You won't find accommodation and facilities. Therefore, you must have arranged a hotel in Labuan Bajo prior to visiting Pink Beach.	The description of the condition of Pink Beach environment and what to do there.

Table 2. Genre analysis of model descriptive text

Transitivity Analysis

With regards to the transitivity or the ideational meaning, as can be seen in the **Table 3** below, the model text employed 37 processes with relational processes as the most dominant process found (59,5%). Relational process is the trend found in this text compared to other processes (written from the highest to the lowest percentage order); material processes (18,9%), mental processes (8,1 %), existential processes (8,1%), behavioral process (2,7%), and verbal process (2,7%).

Process	Frequency of Appearance	Percentage
Material	7	18,9%
Mental	3	8,1%
Behavioral	1	2,7%
Verbal	1	2,7%
Relational	22	59,5%
Existential	3	8,1%
Total	37	100%

Table 3. Transitivity analysis of model descriptive text

The relational processes found in this study were in the form of intensive attributive relational process, possessive attributive relational process, and identifying relational process as represented by three clauses below:

The water	is	clear and shallow.
carrier	pr:attributive:intensive	attribute

Table 4. The example of intensive attributive process found in model text.

However,	some people	have	a different theory.
	carrier	pr:attributive:possessive	attribute

Table 5. The example of possessive attributive process found in model text.

The main lure	is	its pink sand.
	pr:attributive:intensive	attribute

Table 6. The example of identifying process found in model text.

The findings that showed the relational process is the dominant process found in the model text indicated that the text is in accordance with the linguistic features of descriptive text. Emilia (2010) stated that one of the linguistic features of descriptive text is the use of relational process that is utilized to describe the characteristics of an entity described. This statement is also supported by Knap and Watkins (2005) who mentioned that when classifying and describing appearance/qualities and parts/functions of phenomena, relational verbs are used. Therefore, this model text is proven to be a good representation of a descriptive text.

Student's Text

Genre Level

In terms of the genre level, this student had developed a quite good descriptive text. It can be seen from the data below (see **Table 7**) that the student already fulfilled the structures of descriptive text well, even in such short passage. In the first paragraph, the student described about the general description of Lalisa even though the description is aa little bit overlapped (the student talked about Lalisa's birthday, suddenly jumped to what she is good at, and ended it with her another job). However, the descriptions were broken down well by the student. The descriptions are divided into two paragraphs with two different descriptions of Lalisa. The second paragraph is the description of Lalisa's physical appearance, including the description her body, her hair, her skin, and her eyes. This paragraph is followed by the last paragraph which talks describes about Lalisa's characteristics, including her beauty and the reasons people love her, followed by her personality.

Text Structure	Text	
Title	My Idol	
General Statements/ Identification	This is Lalisa. She is from girl group, BlackPink. She was born on the twenty seventh 1997. She is twenty six years old. She is good at dancing and singing. She is Brand Ambassador of Celine and Bvlgari.	
Descriptions	She has slim body and average height. Her hair is straight, long and dark brown. She has a white skin. Her nose is sharp. She has an oval and beautiful eyes.	The description of Lalisa's physical appearance.

	She is gorgeous. She is beautiful, kind, friendly, and smart. Lots of people love it. She is always nice to others. She is always cheerful and not lazy. She always supports the other members.	The description of Lalisa's characteristics.

Table 7. Genre analysis of student's descriptive text

From the findings of the model descriptive text and the student's descriptive text, it can be concluded that the gap between both texts in terms of the genre analysis is not too big. Both texts follow the structures of descriptive text that is proposed by Derewianka and Jones (2016) quite well. However, the general statements or the identification part of the student's text seems a little bit overlapped and was not in a good cohesion because the student talked about some different topics in a same paragraph. A cohesive text should include connected clauses or sentences since cohesion indicates the continuity between a discourse and another (Crossley et al.*,* 2016). Another gap found from the student's text is the use of too many repetitions, especially the words "She is". This issue will be elaborated below.

Transitivity Analysis

The result of the analysis of the process types in student's text is in accordance with the result of the analysis of the process types in model text above in terms of the frequency of the process types appearance. From the **Table 8** below, it is obvious that the relational process dominates the text with a very high percentage (88,2%), followed by material process (5,9%), and mental process (5,9%). It also can be seen that other processes were not found in the student's descriptive text. There is zero person of the appearance of behavioral, verbal, and existential process.

Process	Frequency of Appearance	Percentage
Material	1	5,9%
Mental	1	5,9%
Behavioral	-	-
Verbal	-	-
Relational	15	88,2%
Existential	-	-
Total	**17**	**100%**

Table 8. The transitivity analysis of student's descriptive text.

Furthermore, the student's text only employs intensive attributive and possessive attributive relational processes, as represented by the examples below:

She	is	good at dancing and singing.
carrier	pr:attributive:intensive	attribute

Table 9. The example of intensive attributive process found in student's text.

She	has	slim body and average height.
carrier	pr:attributive:possessive	attribute

Table 10. The example of possessive attributive process found in student's text.

Even though the student's descriptive text has fulfilled one of the linguistic features of the descriptive text, which is the use of frequent relational processes in order to describe a person or a thing (Emilia, 2010; Knapp & Watkins, 2005), just like what the model text has done, the gaps still can be found. The model text's process types are more varies than those in the student's text. The model text employs all of the process types (material, mental, behavioral, verbal, relational, and existential processes). On the other hand, the student's text only includes three of the six processes (material, mental, and relational processes). Thus, the model text is richer in terms of processes compared to the student's text. Moreover, a lot of repetitions of subject "she" and verb "is" and "has" can be seen in the student's text as well. For example,

*She **has** slim body and average height. Her hair is straight, long and dark brown. She **has** a white skin. Her nose is sharp. She **has** an oval and beautiful eyes.*

She is gorgeous. She is beautiful, kind, friendly, and smart. Lots of people love it. She is always nice to others. She is always cheerful and not lazy. She always supports the other members.

The repetitions are also accompanied by some grammatical errors, such as:

*She **is always supports** the other members.*

*She has **an oval and beautiful eyes***

3.2 Discussion

This section will elaborate the gaps between model descriptive text and the student's descriptive text that have been analyzed in the findings section. The results of the analysis

showed that there are gaps between both text in accordance to their genre level and process types.

At genre level, there is not meaningful gaps found between the model and the student's text in terms of the generic structure of descriptive text. Both have fulfilled the general statements and the descriptions stages of the texts (Derewianka & Jones; 2016 & Emilia, 2010). In the general statement stage, both texts have described the general descriptions of the things that they would describe. This is in line with the explanation of the general statements stage where the writer describes the entity that would be described in the passage (Emilia, 2011). However, the general statements of student's text are not as cohesive as the model text. The student stated too many different unrelated stuffs in this stage, the paragraph started with who Lalisa is, followed by her birthdate and her age. Out of sudden, the student wrote about what Lalisa are good at and her side job in the same paragraph. This is not in accordance with another finding that found junior high school students in Indonesian context have the ability to write descriptive texts with good cohesion and coherence (Zahra et al., 2020).

The gaps stress in the transitivity analysis of both texts. The findings show that the process type dominating both texts are relational process which fulfills the language feature of descriptive text; the use of relational verbs (Emilia, 2010; Knapp & Watkins, 2005). However, model text is richer since it includes all the process types, while student's text only includes three process type, which are relational process, material process, and mental process. Both material and mental processes are also useful in descriptive texts, although relational process is more crucial. Material verbs can be used when describing behaviors or uses, and mental verbs are used to describe feelings (Knapp & Watkins, 2005). Even though the student's text has fulfilled the three most useful processes of descriptive text; relational process, material process, and mental process, the student did not include any other processes at all; behavioral process, verbal process, and existential process. However, this result is accordance with a study conducted in tenth-grade students that shows the students did not include all the process types in their descriptive text, only relational process, existential process, mental process, and material process that are included (Rohmat et al., 2018). Moreover, the result also shows that the relational process as the most dominant process type. On the other side, other genres of text employ different dominant process types, such as students' narrative texts were dominant with material process (Maria &

Wayan, 2021; Zein et al. 2018). Another research on explanation text also showed that the most process types employed by eleventh-grade students is material process (Kencana et al.). Moreover, senior high students' recount text and analytical exposition texts are also dominated by material process (Rahmawati, 2019; Septianti & Kurniawan, 2023). Studies on senior high school students' recount texts also find that the most dominant process type used by senior high school student is material process (Utami et al., 2022; Rosmayanti et al., 2021).

Even though both student's and model descriptive texts are dominant with relational process, model text contains more variety of relational process than the student's text. Model text includes intensive attributive relational process, possessive attributive relational process, and identifying relational process. On the other hand, the student's text only employs intensive attributive and possessive attributive relational processes. This can be seen clearly from the data that the student's text contains a lot of repetition of the intensive attributive process "is" and possessive attributive process "has", meanwhile model text varies in terms of processed used.

A study on descriptive texts analysis based on Systemic Functional Linguistics (SFL) have been conducted in Indonesian context. A study conducted in a senior high school context showed that students still face challenges in writing descriptive text, one of the problems is writing in a good schematic structure (Portadinata, 2018). This result is not in line with the result of this study which found that the student was aware of the generic structure of the descriptive text and employed it in their writing.

This analysis is crucial for the teacher to see and become aware of their student's ability in writing, especially descriptive text. Thus, this study already provided the analysis of student's descriptive text writing in terms of the genre level and transitivity

4. CONCLUSION

The objective of this research is to investigate the gaps between a model descriptive text and a junior high school student's descriptive text focusing on the analysis of genre level and transitivity based on Systemic Functional Linguistics (SFL) perspectives. To conclude, the findings showed that there are gaps between both texts in terms of genre level and transitivity. In genre level, both texts actually have fulfilled the schematic structure of descriptive text well. However, the student's text still lacks of cohession. The gaps were stressed in the analysis of transitivity where both texts are dominated with relational process type and this has fulfilled the language feature of descriptive text. However, the relational

process types in student's writing are not as rich as those found in the model text. Moreover, with regards to the process types in general, student's text only applies three process types (relational process, material process, and mental process), meanwhile the model text includes all six process types. Additionally, there are repetitions of the use of the subject "she" and the verbs "is" and "has" found in student's text while the model text is richer with vocabularies. With the gaps found by this study, it can be concluded that the student has already fulfilled the purpose of descriptive text, which is to describe a single entity. However, there are aspects that have not been achieved by the student, especially in transitivity level where the student still has got limitation in writing descriptive text with richer subject and verbs (process types). Therefore, it is necessary to apply certain pedagogical implication to improve the student's writing skill, especially in descriptive text.

Based on the results of this study, the student still needs to improve their writing skill, especially in writing descriptive texts. In the classroom, teacher may provide students a concrete example of description of one thing that is familiar to the students in deconstruction stage. Teacher then may ask students questions related to the text showed before to see how much knowledge the students have got in the classroom. Then, teacher can ask students to choose an entity around them or anything they like to be described (e.g. talking about their idol), ask students to work in pair first.

In order to improve the student's limitation, teacher may give examples of a cohesive simple text and practice by writing a sentence in the whiteboard and ask students to continue the sentence one by one. Therefore, teacher may tell students if the following sentence proposed by each student is cohesive or is not. Then, teacher also has to enrich the student's subject and process types (verbs) knowledge. Give students some list of useful vocabulary before listening, reading, or viewing and example of a good descriptive text. Students then may practice writing while editing until their writings have achieved the learning outcomes. Make sure that in editing process, teacher asks questions to help students making connections between topic, the purpose, and the language features of the text (Knapp & Watkins, 2005). Finally, the results of this research are expected to be useful for teachers to be aware of the students' ability in writing descriptive text and as a tool to improve the pedagogical implications of teaching descriptive text in English classrooms.

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