



An Analysis of Written Texts Produced by Seventh Grade Students of SMP Ile Lewotolok In the Academic Year 2024/2025

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ARTICLE INFO	ABSTRACT
Article history Received : Feb, 25th 2026 Revised : March, 19th 2026 Accepted : May, 25th 2026 OPEN ACCESS	This study aims to analyze the written texts produced by seventh-grade students of SMP Ile Lewotolok in the 2024/2025 academic year. The objectives of this study are to identify the types of texts written by the students and to examine their writing strengths and weaknesses based on the Jacobs et al. (1981) writing assessment rubric. Therefore, this research focuses on two main questions: what types of written texts are produced by the seventh-grade students of SMP Ile Lewotolok in the 2024/2025 academic year, and what strengths and weaknesses are found in those written texts. The research employed a descriptive qualitative method. The data were collected through documentation of students' written texts and interviews with the English teacher and several students. The findings revealed that the students produced two main types of texts, namely descriptive and narrative texts. Nineteen students wrote descriptive texts, while four students wrote narrative texts. The analysis showed that the students' strengths lay in mechanics, such as spelling and punctuation, while their weaknesses appeared in language use and organization. These findings are expected to provide insights for teachers in designing more effective writing instruction for junior high school students.
Keywords:	<i>writing skills, descriptive text, qualitative study, junior high school</i>

1. Introduction

Language functions as a fundamental tool for human communication, enabling individuals to express ideas, feelings, beliefs, knowledge, and opinions within a speech community (Siahaan, 2008). In the global context, English has become an international language used in education and intercultural communication. Consequently, English is taught as a foreign language in Indonesian schools with the goal of developing students' competence in the four language skills: listening, speaking, reading, and writing.

Writing is not merely a physical act but a cognitive process involving planning, drafting, revising, and editing. For foreign language learners, writing presents a particular challenge

because students must simultaneously control grammar, vocabulary, and text organization. A successful written text should demonstrate logical structure, cohesion, and clarity of meaning. Therefore, writing instruction plays a crucial role in helping students communicate ideas effectively and meaningfully.

Previous studies on students' writing have primarily focused on grammatical error analysis, vocabulary limitations, and first-language interference. Several researchers have examined descriptive and narrative texts to identify dominant linguistic errors among learners. However, most of these studies concentrate on senior high school or university students and emphasize error identification rather than comprehensive writing performance. As a result, the broader aspects of early writing development—such as paragraph organization, grammatical patterns, textual cohesion, and types of written texts produced by beginner learners—remain insufficiently explored.

Furthermore, research that specifically investigates the linguistic and organizational characteristics of texts produced by seventh-grade students in rural Indonesian school contexts is still limited. Geographic and educational conditions may significantly influence students' writing development, yet these contextual factors are rarely addressed in existing literature. However, limited studies have analyzed the specific linguistic and organizational patterns in written texts produced by seventh-grade students in rural Indonesian contexts. This gap highlights the need for a focused investigation into students' authentic classroom writing.

Based on this research gap, the present study aims to analyze the written texts produced by seventh-grade students of SMP Ile Lewotolok in the academic year 2024/2025. The study focuses on identifying the types of texts written by students and examining their writing strengths and weaknesses using the Jacobs et al. (1981) writing assessment rubric. The findings are expected to contribute to a deeper understanding of early EFL writing development and provide pedagogical insights for improving writing instruction at the junior high school level.

2. Research Method

This study employed a qualitative descriptive research design using a document analysis approach. The purpose of this design was to examine the written texts produced by students

and to describe their writing performance in a natural classroom context. Qualitative document analysis was chosen because the research focused on interpreting written data rather than measuring variables statistically.

The research was conducted at SMP Ile Lewotolok during the academic year 2024/2025. The participants of this study were seventh-grade students who served as the primary source of data. A total of 26 students participated in the writing activity. They were selected as the research subjects because they represented beginner-level English learners at the junior high school stage, where foundational writing skills are being developed.

The preparation stage involved obtaining research permission from the school and coordinating with the English teacher to schedule the writing session. The researcher prepared writing instructions and assessment criteria prior to the data collection. During the data collection phase, students were asked to write a short English text individually in the classroom. They were allowed to choose their own topics, such as personal experiences, self-introduction, or descriptions of people they know. Each student was given approximately 40 minutes to complete the task. The students' written products were collected as documentary data without external intervention.

The research instrument consisted of students' written texts and an analytical scoring rubric. The rubric used was the writing assessment rubric developed by Jacobs et al. (1981), which evaluates five components: content, organization, vocabulary, language use, and mechanics. This rubric was selected because it provides a comprehensive framework for assessing writing quality and is widely used in English as a Foreign Language (EFL) writing research.

Data analysis was conducted using qualitative descriptive analysis. The researcher first categorized the students' texts according to their types, such as descriptive or narrative texts. Each text was then assessed using the Jacobs rubric to identify strengths and weaknesses in the five writing components. The scores and qualitative descriptions were summarized to reveal patterns in students' writing performance. Finally, the findings were interpreted to provide an overall picture of students' writing ability and to support pedagogical implications for English instruction.

3. Research Findings and Discussion

3.1 Research Findings

To answer the first research question, the researcher analyzed the types of texts written by seventh-grade students. The classification of text types refers to common English text genres taught at the junior high school level. Based on the data collected from 23 students, two types of texts were found in their writing: descriptive texts and narrative texts. The distribution was presented below.

Table 1. Types of Written Texts Produced by Students

Text Type	Number of Students	Percentage
Descriptive	19	83%
Narrative	4	17%
Recount	0	0%
Expository / Argumentative	0	0%
Procedural	0	0%
Total	23	100%

The dominance of descriptive texts indicates that students prefer familiar and structurally simple genres. Most descriptive texts focused on personal topics such as family, friends, school, or pets. Narrative texts consisted of short personal experiences or simple stories. This pattern suggests that beginner learners tend to select writing tasks that require less complex grammatical control.

Analysis of Descriptive Texts

Among the 23 students, 19 produced descriptive texts. These writings generally followed the identification–description structure and were written in the simple present tense. Students selected familiar and concrete topics, which helped them generate ideas but also limited the variation of expression. Some students demonstrated the ability to use adjectives and provide specific details. However, many texts relied on formulaic openings such as greetings and showed limited elaboration. Vocabulary was generally appropriate but repetitive, and grammatical accuracy varied across students.

A comparison between low- and high-scoring texts shows differences in elaboration and grammatical control. Stronger texts contained clearer descriptions and consistent sentence patterns, while weaker texts included spelling errors, incomplete sentences, and minimal supporting details. These findings indicate that students understand the basic

structure of descriptive writing but still require support in expanding ideas and improving grammatical precision

Analysis of Narrative Texts

Four students produced narrative texts. Despite the small number, these texts demonstrated an emerging understanding of narrative structure, including orientation, complication, and resolution. Students generally applied chronological sequencing and attempted to use the simple past tense.

The narratives included emotional elements and meaningful personal experiences. Students used sequencing connectors such as once upon a time, one day, and after that, which contributed to logical story development. Although minor grammatical and punctuation errors were found, the overall structure of the narratives was coherent. This suggests that some students are capable of organizing ideas chronologically and producing meaningful stories.

What are the strengths and weaknesses of the written texts produced by seventh grade students of SMP Ile Lewotolok in the 2024/2025 academic year?

Students' writing was assessed using Jacobs et al.'s (1981) rubric, which includes content, organization, vocabulary, language use, and mechanics. The analysis of 23 texts shows variation across components.

Table 2 Student Score Analysis Result

Aspect	Average Score (%)	Category	Description
Content	76.96 %	Good	Ideas were relevant to the topic, but elaboration was sometimes limited.
Organization	76.1%	Good	Some texts were logically organized, but others lacked coherence or a clear conclusion.
Vocabulary	77.4 %	Good	Students used appropriate but limited vocabulary.
Language Use	74.08%	Good	Many grammatical errors, especially in tense use, were found.
Mechanics	84.2 %	Very Good	Students performed well in spelling, punctuation, and capitalization.

The findings of this study reveal that seventh-grade students predominantly produced descriptive texts, with narrative texts appearing in smaller numbers. This dominance reflects students' preference for familiar and structurally simple genres. Descriptive writing relies heavily on present tense and concrete vocabulary, which are more accessible to beginner learners. Similar patterns have been reported in previous EFL writing studies, where early learners gravitate toward genres that demand less grammatical complexity.

The rubric analysis demonstrates that mechanics is the strongest component of students' writing, while language use remains the weakest. This imbalance suggests that students receive sufficient instruction in surface-level writing conventions but require deeper support in grammatical accuracy and sentence construction. Grammar difficulties at the beginner level are consistent with theoretical perspectives that emphasize the cognitive load of writing in a foreign language (Nunan, 2003).

Moderate scores in content and organization indicate that students can generate relevant ideas but still struggle to elaborate and structure them coherently. This finding highlights the importance of explicit instruction in paragraph development and cohesive devices. Without guided practice, students tend to produce short, minimally developed texts.

The results suggest that writing instruction at the junior high school level should balance mechanical accuracy with linguistic and organizational development. Teachers may need to implement scaffolded writing activities, model paragraph structures, and provide focused grammar feedback. Strengthening these areas can help students transition from basic sentence writing to more structured and meaningful texts.

Discussion

The findings of this study are consistent with previous research on EFL writing at the junior high school level. Several studies report that grammar or language use tends to be the weakest component in beginner learners' writing. For example, Mislá Nadya (2021) found that junior high school students frequently struggle with tense consistency and sentence structure, which significantly affects writing clarity. Similar results were reported by Sijono (2019), who identified grammatical errors as the dominant weakness in students' descriptive texts. The present study supports these findings, confirming that grammatical control remains a central challenge for early EFL writers.

The dominance of descriptive texts in this study also aligns with prior research indicating that beginner learners prefer structurally simple genres. Descriptive writing relies on familiar vocabulary and present tense patterns, making it more accessible than argumentative or

procedural texts. Previous studies on junior high school writing have similarly shown that students gravitate toward descriptive and personal topics when given open writing tasks. This pattern suggests that genre selection at the early stage of learning is strongly influenced by linguistic simplicity and cognitive readiness.

4. Conclusion

This study analyzed the written texts produced by seventh-grade students of SMP Ile Lewotolok in the academic year 2024/2025. The findings show that students produced two types of texts: descriptive and narrative, with descriptive texts overwhelmingly dominating. This indicates that students tend to choose familiar and structurally simple genres that rely on basic vocabulary and simple present tense structures.

The assessment based on Jacobs et al.'s (1981) rubric reveals that mechanics is the strongest component of students' writing, followed by content, vocabulary, and organization, which are categorized as good. However, language use remains the weakest aspect, particularly in grammar and tense consistency. Although students are able to express relevant ideas, many texts lack elaboration and grammatical accuracy.

Overall, the students demonstrate foundational writing ability but still require systematic instructional support, especially in grammar development and paragraph organization. Strengthening these areas through guided writing practice can help students produce clearer, more coherent, and more communicative texts. The findings of this study provide valuable feedback for English teachers in designing instruction that balances idea development with linguistic accuracy.

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