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Junior High School Teacher and Students' Perspective on Actual Performance in Descriptive Text Writing: A Mixed Method Study

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Abstract: Writing descriptive text is an important skill in English learning at the junior high school level because it requires the ability to develop ideas, organize paragraphs, and use linguistic elements. Previous studies have mainly focused on students' writing difficulties or learning strategies and rarely examined both teacher and student perceptions in relation to students' actual writing performance. This study aims to explore teacher and student perceptions of students' actual performance in writing descriptive text and analyze the relationship between perceptions and actual writing performance. This study used a mixed-method approach combining descriptive qualitative and correlational quantitative approaches. The subjects consisted of one English teacher and 20 seventh-grade students. Data were collected through self-assessment questionnaires, semi-structured interviews, and document analysis of student writing. The results showed that teachers assessed students as having basic skills in developing ideas and content, but still experienced difficulties in vocabulary, grammar, paragraph organization, and writing mechanics. Students showed positive perceptions of writing motivation, but acknowledged linguistic difficulties. Correlation analysis showed a weak and negative relationship between students' perceptions and actual writing performance. The study indicated a gap between perceptions and actual performance and low metacognitive awareness of students. Therefore, explicit feedback, structured assessment, and strengthening of metacognitive awareness are needed in teaching descriptive text writing.

Keywords: *actual performance; descriptive writing; EFL writing; junior high school; teacher and student perceptions*

INTRODUCTION

Writing is an action that achieves a specific goal and consists of various components that must be checked, including grammar, syntax, word choice, and mechanics such as capitalization and punctuation (Irmayani et al., 2022). Writing requires not only a good command of vocabulary and grammar but also the competency to arrange ideas reasonably and cohesively. Writing is not just a way to learn vocabulary and grammar, but also a skill in itself (Bonsu, 2021). Students are

expected to be able to produce a text to communicate with other people by arranging these concepts into a coherent structure.

In the Indonesian junior high school curriculum, students are required to comprehend descriptive text, which serves as a basis for more advanced writing genres (Ayuningtias, 2023). Descriptive text is a form of text that describes things, places, and characters through detail description (Fitri et al., 2022). This genre aims to enable students to describe people, objects, places, or animals using proper language features, such as the present tense, adjectives, and structured paragraphs (Triyuono & Supeno, 2023). Proficiency in descriptive text reflects students' comprehension of the essential elements of English grammar and vocabulary (Haryadi et al., 2021).

Despite its crucial role, many junior high school students in Indonesia still struggle with writing descriptive texts. Students often experience difficulties in determining topics, choosing vocabulary, composing sentences, and developing ideas into coherent paragraphs (Ismayanti & Kholiq, 2020; Haerazi et al., 2020). Limited vocabulary and challenges in mastering grammar, such as tense usage and pronoun selection, also hinder students' writing performance (Dewi et al., 2022; Hadi et al., 2021). These problems indicate that students' actual writing abilities in descriptive texts still need to be studied more deeply, especially through the perspectives of teachers and students, in order to understand the gap between learning expectations and students' actual writing abilities.

Teachers' and students' perspectives on writing performance can provide insight into the effectiveness of the teaching and learning process. Teachers can identify students' strengths and weaknesses, while students can reflect on their learning process (Amalia, 2025). Analysis of students' actual writing performance also helps formalize clear feedback and strengthens students' perceptions of the fairness and credibility of assessment practices (Alhumaid, 2023). Therefore, understanding the perspectives of teachers and students as well as students' actual writing abilities is important to evaluate the writing learning process more comprehensively.

Students' perceptions and self-assessments are also important factors in writing learning because they influence their confidence, motivation, and awareness of their own writing abilities. Previous research has shown that EFL students often exhibit positive self-efficacy in writing tasks involving familiar topics, although their actual writing abilities do not always align with their self-perceptions (Saidah, 2024; Shen, 2023). Furthermore, low metacognitive awareness can lead students to overestimate or underestimate their writing abilities, particularly in linguistic aspects such as grammar, vocabulary, and paragraph organization (Krisdianata & Kuswandono, 2022; Waldeyer et al., 2024). Therefore, examining perceptions and actual writing abilities simultaneously is important to understand the gap between students' perceived and actual writing abilities.

Several previous studies have focused on students' technical difficulties in writing descriptive texts or instructional strategies. Maulidiyah and Mandarani (2023) identified spelling errors, tense usage problems, and sentence structure difficulties among junior high school students. Similarly, Adla (2023) reported that students struggled with text structure, language features, vocabulary, and paragraph organization. Other studies examined teachers' perspectives on teaching descriptive writing or students' perceptions of learning media, such as picture series (Rosmanizar et al., 2023; Syifa et al., 2022).

However, previous studies predominantly emphasized technical writing difficulties or learning media strategies and examine the perspective of only one party, either teachers or students. Limited research examines comprehensively the relationship between teacher and student perceptions and students' actual performance in writing descriptive texts, including the gap between expectations and reality in classroom practice. To fill this gap, this study aimed to explore junior high school teachers' and students' perspectives on students' actual performance in writing descriptive texts.

METHOD

Respondents

This research was conducted at MTsN 1 Bojonegoro, which was chosen because it was relevant to the research objectives and had implemented descriptive text writing learning in the seventh grade curriculum. Participants in this study involved a seventh-grade English teacher and approximately 20 seventh-grade students participating in descriptive text writing lessons. The teacher involved was an active instructor in descriptive text writing material and was expected to provide in-depth information regarding teaching approaches, challenges faced, and direct observation of student performance. The students were selected using a purposive sampling technique, which allows researchers to choose participants based on specific criteria relevant to the research objectives (Creswell & Creswell, 2023). The selection was based on performance category (high, medium, low), teacher recommendation, active participation in classroom writing activities, involvement in descriptive writing assignments, and willingness to participate voluntarily.

Instruments

The instruments used in this study were categorized into quantitative and qualitative instruments. Quantitative data were obtained through a self-assessment questionnaire consisting of closed-ended questions using a 1–5 Likert scale to explore students' perceptions of difficulties, motivation, self-confidence, and actual writing abilities. Meanwhile, qualitative data were obtained through semi-structured interviews and document analysis. The interviews were guided by open-ended questions to explore teachers' and students' perceptions and experiences in teaching descriptive text writing (Salomão, 2023; Meitinger & Kunz, 2024). In addition, document analysis was conducted using a descriptive text assessment rubric that covers aspects of content, organization, grammar, vocabulary, and writing mechanics adapted from the national curriculum and relevant previous research.

Procedures

Data were collected through three main techniques: self-assessment, interviews, and document analysis. Students completed the self-assessment after writing descriptive texts to reflect on their strengths and weaknesses, which supported metacognitive awareness (Aldosari et al., 2023). Semi-structured interviews were conducted face-to-face with the teacher and selected students and were recorded with participants' permission before being transcribed verbatim. Document analysis involved students' written descriptive texts produced during classroom learning to observe students' actual performance in terms of text structure, vocabulary use, grammar, and paragraph coherence (Abdurahmonova & Farmonov, 2023).

Data analysis

This study employed mixed methods data analysis, comprising quantitative and qualitative analyses. Quantitative data obtained from self-assessment questionnaires and student writing scores were analyzed using descriptive statistics, such as means and percentages, to determine the tendency of student responses and writing abilities. Furthermore, a Pearson correlation test was used to analyze the relationship between students' perceptions and their actual writing abilities. Meanwhile, qualitative data obtained from interviews and document analysis were analyzed using thematic analysis through data transcription, coding, grouping themes, and interpreting teacher and student perspectives. The results of both analyses were then integrated to examine the gap between perceptions and actual writing abilities and to strengthen the validity of the research findings.

RESULTS AND DISCUSSION

As previously mentioned, the present study investigates teachers' perceptions of students' actual performance in writing descriptive text, students' perceptions of their own performance in writing descriptive texts, and relationship between students' perceived performance and their actual writing performance**.** The result of the study will be discussed in the following organization;

Teacher's perception of students' actual performance in writing descriptive texts

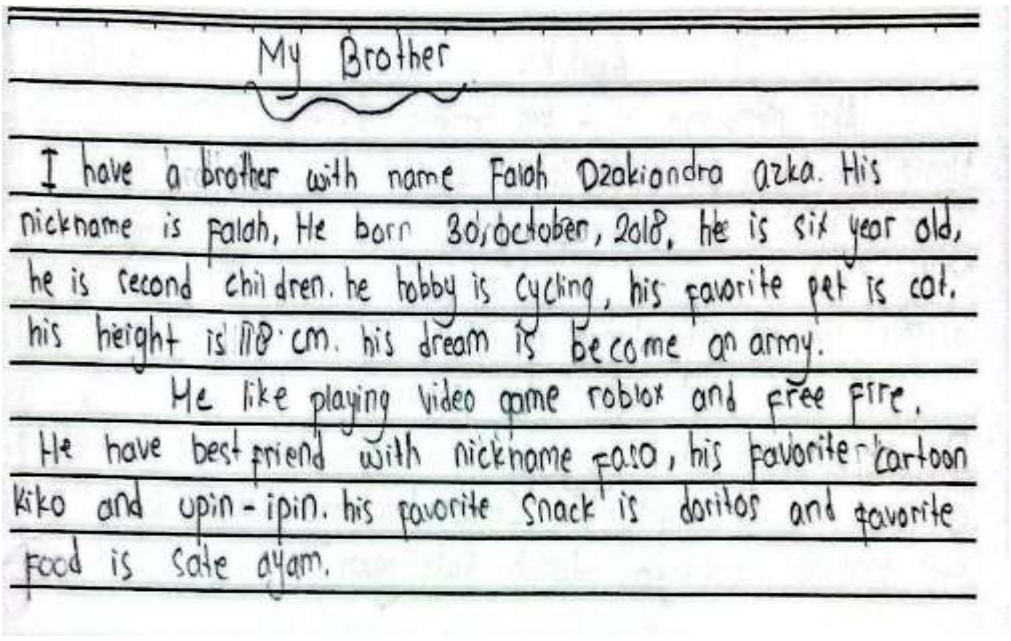
The answer of the first research question comprises three major themes, i.e. students' strengths identified by the teacher, students' weaknesses identified by the teacher, and teacher's overall evaluation of students' writing performance. These three major themes are to be illustrated in the following parts:

Students' strengths identified by the teacher

To explore teacher's perspectives on students' strengths in writing descriptive texts, researchers conducted semi-structured interviews with English teacher. The interviews revealed that students demonstrated basic skills in developing relevant ideas and organizing descriptive text content as depicted in teacher interview on students' writing strengths: *"The students can actually write information according to the title, and they try to provide sufficient detail even though their vocabulary is still limited."*

The results indicate that the teacher perceived students as having adequate basic competence in writing descriptive texts. Based on the teacher interview, most students were able to write information relevant to the topic and follow the basic structure of descriptive texts. Students demonstrated the ability to identify characteristics of objects, including physical features, preferences, and activities.

The teacher also explained that students generally understood the communicative purpose of descriptive texts, especially when the given topic related to their daily lives. Familiar themes such as family members, friends, favorite places, or pets helped students more easily develop ideas in the writing process. This condition indicates that topic familiarity positively contributed to students' ability to express ideas even though their language skills were still limited.



My Brother

I have a brother with name Faiah Dzakiandra azka. His nickname is Faiah, He born 30, october, 2018, he is six year old, he is second children. he hobby is cycling, his favorite pet is cat. his height is 118 cm. his dream is become an army.

He like playing video game roblox and free fire. He have best friend with nickname fa.so, his favorite cartoon kiko and upin-ipin. his favorite snack is doritos and favorite food is sate ayam.

Figure 1. Student Writing Sample (S1) Illustrating Students' Writing Strengths

This perception is supported by student document text (Figure 1), which indicates that students are able to include relevant descriptive details despite linguistic limitations. Student written work samples demonstrate that they strive to enrich their writing by adding information about hobbies, interests, and personal characteristics. Some students are also able to organize their writing into identification and description sections, indicating a preliminary understanding of descriptive text structure.

Further analysis of student writing showed that students tended to prioritize message delivery over grammatical accuracy. Although some sentences contained grammatical errors, the intended meaning remained comprehensible. This finding indicates that students have developed basic communicative competence in writing descriptive texts. The ability to convey ideas even with imperfect language forms is a crucial step in the development of writing skills in English as a foreign language.

The consistency between teacher interview data and student writing confirms that students' primary strengths lie in idea development and content relevance, rather than linguistic accuracy. Triangulation between interview results and document analysis strengthens the validity of these findings, as both data sources consistently demonstrate that students are capable of producing meaningful descriptive content. These findings also indicate that students have initial confidence in expressing ideas in English, although their linguistic competence still needs improvement.

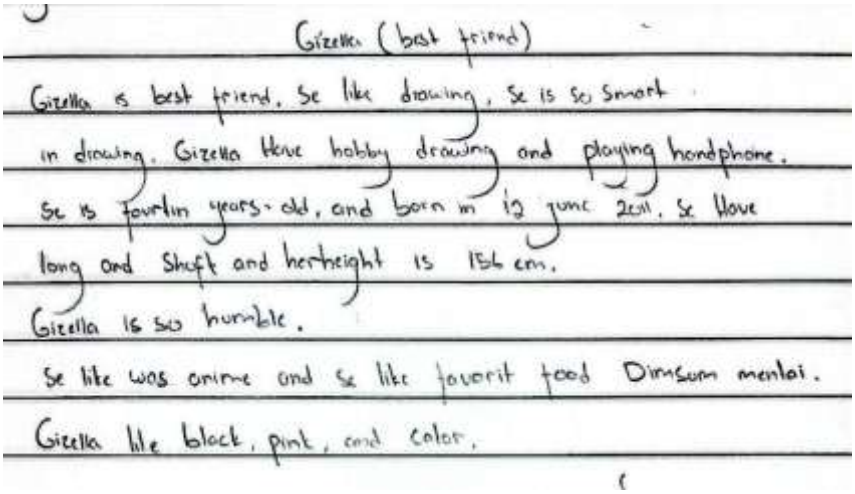
Furthermore, research findings indicate that students benefit from writing assignments that are contextual and related to their personal experiences. When students are asked to describe familiar objects or people, they appear more engaged and motivated to write. This suggests that contextual learning activities can help students reduce anxiety and increase participation in writing. Therefore, teachers can consider using topics that are more relevant to students' lives to support idea development and writing fluency.

Students' weaknesses identified by the teacher

To identify students' weaknesses in writing descriptive texts, researchers conducted semi-structured interviews with English teachers. The interviews revealed that students still experience difficulties in vocabulary mastery, grammar usage, and writing mechanics, as given in the result of teacher interview on students' writing weaknesses: "*Their biggest difficulties are with vocabulary and grammar. Many sentences are incorrect because the words and their forms don't match.*" The teacher identified vocabulary, grammar, and writing mechanics as the main weaknesses in students' descriptive writing. According to the interview data, limited vocabulary constrained sentence construction, while grammatical errors affected clarity and accuracy. Mechanical problems such as capitalization, punctuation, and spelling were also frequently found.

The teacher further explained that students often translate sentences directly from Indonesian to English without paying attention to grammatical structure. As a result, many sentences contain incorrect word order, incorrect verb forms, and inappropriate tenses. Furthermore, students tend to repeat simple vocabulary due to limited lexical variety to convey more complex ideas.

These weaknesses are evident in the students' writing samples (Figure 2), which exhibit repeated errors in verb tense, sentence structure, and word choice. Although students attempt to convey relevant information, linguistic inaccuracies often make meaning unclear. Some writing also exhibits incomplete sentences, missing linking verbs, and misplaced adjectives. These errors indicate that students still struggle to consistently apply grammar rules to real-world writing assignments. The research results also showed that students had difficulty organizing ideas coherently. Some paragraphs lacked logical order, while others contained repetitive or poorly connected sentences. This suggests that students not only experienced linguistic difficulties but also faced challenges in maintaining coherence and cohesion in their writing.


Gizella (best friend)

Gizella is best friend. Se like drawing. Se is so smart in drawing. Gizella Heve hobby drawing and playing handphone. Se is fourtin years old, and born in 19 june 2011. Se Have long and Shoft and herheight is 156 cm.

Gizella is so humble.

Se like was anime and se like favorit food Dimsum mentai.

Gizella like black, pink, and color.

Figure 2. Student Writing Sample (S3) Illustrating Students' Writing Weaknesses

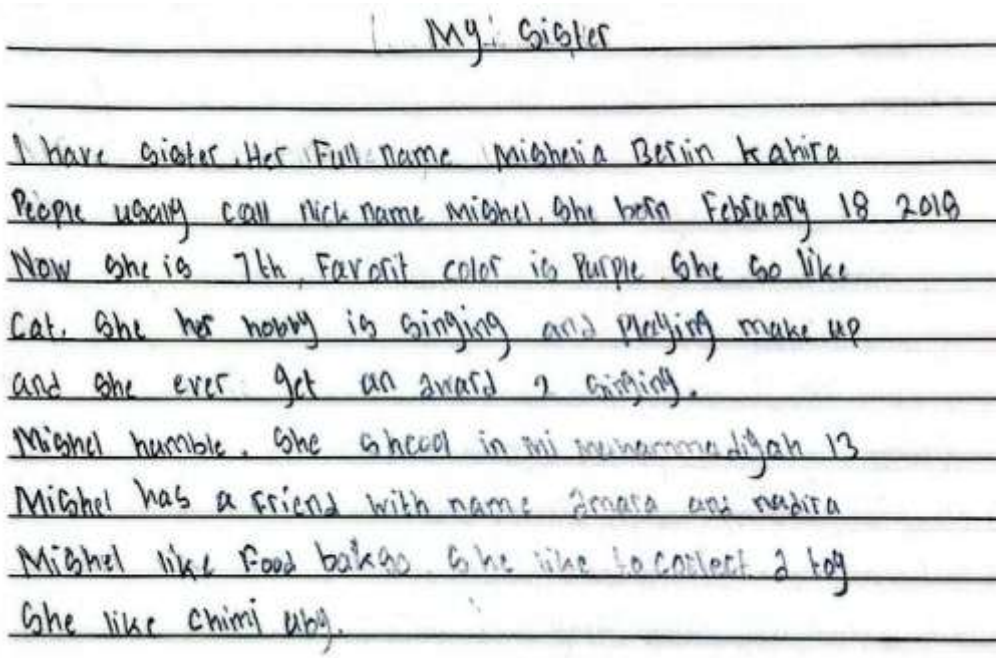
Triangulation between teacher interview data and student writing confirms that linguistic competence remains a major obstacle to improving the quality of students' descriptive texts. Both data sources consistently demonstrate weaknesses in vocabulary mastery, grammatical accuracy, and writing mechanics. This consistency strengthens the credibility of the findings and underscores the importance of integrating language accuracy learning into writing activities.

Furthermore, research findings indicate that students require more explicit guidance and feedback during the writing process. Because students often repeat the same grammatical and lexical errors, teacher feedback can play a crucial role in helping them identify and correct their weaknesses. Structured feedback activities focused on grammar, vocabulary, and mechanics can help students gradually improve their writing quality. Another important finding is that students appeared to be more focused on completing assignments than revising their language accuracy. Most students rarely reviewed or edited their writing after completing the first draft. This tendency indicates students' limited self-monitoring skills during the writing process. Therefore, teachers need to introduce revision and self-editing strategies to increase students' awareness of the quality of their writing.

Teacher's overall evaluation of students' writing performance

To obtain teachers' general evaluations of students' writing skills, researchers conducted semi-structured interviews with English teacher. The interviews showed that students' writing skills varied at each skill level. It said based on teacher interview on students' overall writing that "*Some of their writing is already quite good, but there are also those who still need a lot of guidance because their sentence structure is not yet clear*." Overall, the teacher evaluated students' writing performance as varied across ability levels. High-ability students produced more structured texts with clearer ideas, while intermediate students demonstrated relevant content but persistent technical errors. Low-ability students experienced greater difficulty in constructing sentences and organizing ideas.

The teacher explained that students with better writing skills generally have a broader vocabulary and a better understanding of sentence patterns. These students are able to organize descriptive information more coherently and produce clearer descriptions. Conversely, students with lower skills tend to write shorter texts with repetitive vocabulary and unclear sentence structures.


My Sister

I have sister. Her Full name Michelia Bestin Kabira
People usually call Nick name Michel. She born February 18 2013
Now she is 7th. Favorit color is Purple. She so like
Cat. She her hobby is Singing and Playing make up
and she ever get an award 2 Singing.
Michel humble. She school in mi [illegible] 13
Michel has a friend with name [illegible]
Michel like Food bakso. She like to collect 2 toy
She like chimi uby.

Figure 3. Student Writing Sample Illustrating Students' Overall Writing Performance

Despite the fact that there are differences in ability, teachers emphasized that writing activities positively contributed to students' confidence in using English. Student writing samples demonstrate this variation, with even students with weaker language skills still able to fulfill the communicative purpose of descriptive texts. These findings indicate that students remain willing to actively participate in writing tasks despite experiencing linguistic limitations.

The research results also show that writing ability cannot be assessed solely on grammatical accuracy. Some students, even those who still make numerous grammatical errors, are still able to convey their ideas effectively. This suggests that communication effectiveness and idea development also need to be considered as important aspects in writing assessments at the junior high school level.

This variation in writing ability also demonstrates the need for differentiated instruction to accommodate diverse student abilities. High-ability students can be given more challenging writing assignments that focus on developing the details and complexity of language, while low-ability students require additional scaffolding in grammar, vocabulary, and sentence construction.

Triangulation between teacher perceptions and document analysis confirms that students' writing abilities are heterogeneous. Teacher evaluations align with evidence found in students' writing, strengthening the validity of the research findings. Overall, these results suggest that writing instruction needs to balance communicative practices with the development of language accuracy to support students of varying ability levels.

Students' perceptions of their own performance in writing descriptive texts

It is similar to the previous discussion in that students' perceptions of their own performance in writing descriptive texts reveal three major themes including self-perceived strengths, self-perceived challenges, and summary of students' self-assessment scores. The current discussion is delineated in the following parts:

Self-perceived strengths

To explore students' self-perceived strengths in writing descriptive texts, researchers analyzed the results of self-assessment and conducted semi-structured interviews with several

students. The results showed that students generally perceived self-confidence, motivation, and enjoyment as their main strengths in writing descriptive texts. These findings suggest that affective aspects play a significant role in shaping students' experiences during writing activities.

Based on the interview on self-assessment results on students' writing, many students felt quite confident when completing writing assignments, especially when they understood the structure of descriptive text. Understanding structures like identification and description helped students feel more at ease when starting to write. This suggests that knowledge of text forms provides students with a sense of security, even though their language skills are still limited. This is exemplified by Student 6 who said that "*I am confident when writing descriptive tex*t".

Interview data also showed that students felt more confident because they understood the steps for writing descriptive text. By understanding the writing sequence, students no longer felt completely confused when starting to write. However, this confidence wasn't always accompanied by strong language skills, but rather a procedural understanding of how texts are structured. Regarding interview on students' writing confidence, Student 14 said that "*Now I am more confident in writing because I know the structure*".

Additionally, students reported enjoying writing more when the topics related to their daily lives, such as family, friends, pets, or favorite places. Familiar topics helped students develop ideas more easily and reduced difficulty in determining content. This suggests that contexts close to students' experiences can increase their engagement in writing.

Triangulation of self-assessment and interview data indicates that affective factors such as self-confidence, motivation, and enjoyment play a significant role in student engagement in writing. Although students' linguistic abilities are still limited, this positive attitude encourages them to remain active in completing writing assignments. Therefore, students' strengths lie not only in their language abilities but also in their psychological readiness for writing.

Self-perceived challenges

To identify the challenges students experience in writing descriptive texts, researchers analyzed the results of self-assessment questionnaires and semi-structured interviews. Based on self-assessment data, many students stated that the most difficult part of writing is getting started. Students often feel confused about choosing an opening sentence or how to develop their first idea. This indicates that the initial stages of writing remain a challenge for most students. The results showed that students still experience various difficulties, particularly in vocabulary mastery, grammar use, paragraph organization, and idea development.

The interview on self-assessment result on students' writing challenges, Student 1 (Score 3) said: *"I find it difficult to start writing descriptive text."* With regards to student interview on vocabulary difficulties, Student 7 said: *"I often have difficulty finding the right words when writing."* Interview results showed that limited vocabulary is a major problem in writing. Students often struggle to find the right words to convey their ideas in English. As a result, they tend to use simple vocabulary or translate directly from Indonesian, which then leads to errors in sentence structure. Furthermore, students also experience difficulties in using grammar. Many students remain confused about tenses, sentence structure, and basic grammar rules. These errors make writing unclear and sometimes difficult to understand. This difficulty indicates that students' understanding of grammar is still at a basic level.

Another difficulty that emerged was in paragraph organization. Some students wrote sentences that were not logically structured and lacked interconnectedness. This resulted in the text being less cohesive and difficult to follow; thus, students' problems were not only at the word and sentence level, but also at the discourse level. Triangulation between self-assessment and interviews confirmed the finding that linguistic and structural aspects are the main challenges in writing descriptive texts. These difficulties not only affect the quality of the writing but also lower students' writing confidence.

Summary of students' self-assessment scores

Self-assessment results showed a wide variation in scores among students, reflecting differences in levels of self-confidence, motivation, and self-awareness. Students with high scores tended to show interest and enjoyment in writing, while students with low scores often experienced difficulty generating ideas. In general, motivation and enjoyment scored higher than vocabulary, grammar, and organization. This pattern suggests that students were more emotionally positive about writing than their linguistic abilities. This finding is also consistent with interview results, which indicated that affective factors play a significant role in students' writing experiences.

Relationship between students' perceived performance and their actual writing performance

A correlation analysis using the Pearson test was conducted to determine the relationship between students' self-perceptions based on the self-assessment questionnaire and their actual writing ability based on rubric scores (Table 1). The analysis showed a weak relationship between the two variables, with mostly negative values. The only aspect showing a positive correlation was content, although the value was still relatively weak. Meanwhile, other aspects such as organization, vocabulary, grammar & mechanics, language use, and the total score showed negative or near-zero correlations. This indicates that students' perceptions do not align with their actual writing ability.

Table 1. Correlation between Rubric Score and Self-Assessment Score

Aspect	r
Content	0.341
Organization	–0.180
Vocabulary	–0.289
Grammar & Mechanics	–0.023
Language Use	–0.175
Total Score	–0.086

Qualitative data also supports these findings. Students who feel confident in writing often still produce writing with limited vocabulary, poor paragraph structure, and grammatical errors. This suggests that students tend to assess their abilities based on their perceived ability to complete a task, rather than on the quality of the language produced. Overall, these findings indicate a gap between students' self-perceptions and their actual writing abilities, particularly in aspects of language accuracy and text organization.

Discussion

The findings of this study indicate that teachers assess students as quite capable of developing ideas and conveying basic information in descriptive texts. This ability is evident from teacher interviews, which confirmed that most students were able to write on the given topic and present relevant information, despite still having limitations in linguistic aspects. This finding aligns with Chang et al. (2025) who stated that novice writers in an EFL context are generally stronger in the aspect of idea development than in language accuracy in the early stages of writing learning. In other words, cognitive ability in generating ideas tends to develop before mastery of linguistic aspects such as grammar and vocabulary.

Furthermore, the teacher emphasized that students showed enthusiasm in completing writing assignments and attempted to add details despite their limited vocabulary. This indicates a strong intrinsic motivation in the writing learning process. This finding is consistent with

Fajrina et al. (2021), who explained that students often utilize personal experiences and simple descriptions as compensatory strategies when faced with limited vocabulary. Thus, linguistic limitations do not completely prevent students from actively participating in writing activities.

On the other hand, teachers identified that students' main weaknesses lay in grammar, text organization, and writing mechanics. Errors included incorrect use of tenses, unclear sentence structure, and errors in punctuation and spelling. This finding aligns with Yani (2022) who stated that errors in basic tenses, tenses, and punctuation remain common problems among EFL students at the junior high school level in Indonesia. This indicates that basic linguistic aspects remain a major challenge that requires attention in writing instruction.

Moreover, based on student self-assessment and interview data, it was found that students tended to rate their strengths in the aspects of motivation, self-confidence, and ideation. Many students felt confident when writing because they already understood the structure of descriptive text and were familiar with the given topic. This finding is in line with Saidah (2024), who showed that students often reported high levels of self-confidence when writing assignments related to topics close to their daily lives or personal experiences. This indicates that the topic context plays a significant role in increasing students' positive perceptions of their writing abilities.

However, despite students' high self-confidence, they also acknowledged various difficulties in the writing process. These difficulties primarily relate to vocabulary selection, coherent paragraph construction, and correct grammar usage. According to Li and Wang (2024), EFL learners often underestimate the cognitive complexity of organizing ideas into a coherent paragraph, even though they feel confident in generating initial ideas. This indicates a gap between self-perception and the cognitive demands of the writing process.

Furthermore, Serina et al. (2024) also emphasized that vocabulary selection is one of the most difficult components for junior high school students to master in learning English writing. This difficulty results in limited language variety and results in students' writing being less lexically developed. Thus, even when students are well-motivated, linguistic barriers remain a major inhibiting factor in improving the quality of their writing.

The correlation analysis between self-assessment scores and writing scores showed a weak, negative relationship across most aspects, including organization, vocabulary, grammar, language usage, mechanics, and the total score. Only the content aspect showed a positive relationship, although it was still relatively low. This finding indicates a discrepancy between students' perceptions of their writing ability and their actual writing ability as measured by the assessment rubric. This finding aligns with Shen (2023), who stated that EFL learners' self-perceptions of writing ability often do not align with their actual performance on writing tasks. This is due to overly optimistic self-beliefs and limited metacognitive monitoring. In other words, students are not yet fully capable of objectively evaluating the quality of their writing.

Moreover, Waldeyer et al. (2024) explained that self-assessment accuracy is highly dependent on students' level of metacognitive awareness, not just their understanding of the assessment criteria. If metacognitive awareness is low, students tend to make inaccurate assessments of their own abilities. This reinforces the research finding that there is a gap between students' perceptions and actual performance. Furthermore, Krisdianata and Kuswandono (2022) added that low metacognitive awareness can cause students to either overestimate or underestimate their writing abilities. In the context of this study, the dominant tendency was overestimation of ability, particularly in vocabulary and writing organization. Overall, these findings are consistent with Sun et al.'s (2021) findings, which concluded that students often overestimate their actual writing abilities, particularly in linguistic aspects. This results in a weak or even negative correlation between self-assessments and objective teacher assessments.

Thus, the results of this study emphasize the importance of strengthening metacognitive awareness in writing instruction. Teachers play a role not only in providing material but also in helping students better reflect on and evaluate their writing skills more accurately. Approaches

such as systematic feedback and self-reflection can be effective strategies for bridging the gap between students' perceptions and actual performance in writing descriptive texts.

CONCLUSION

This study explores teachers' and students' perspectives on students' actual abilities in writing descriptive texts and examines the relationship between students' perceptions and their actual writing abilities. The results show that students are able to develop relevant ideas and follow the basic structure of descriptive texts, but still experience difficulties in vocabulary, grammar, organization, and writing mechanics. Students generally show positive motivation and confidence in writing, but the results of the Pearson correlation test show a weak and tending to be negative relationship between self-perception and actual writing abilities, which indicates limited metacognitive awareness in evaluating writing abilities.

These findings contribute to the understanding that positive self-perceptions do not always reflect the actual writing competence of junior high school EFL students. Therefore, writing instruction should emphasize providing structured feedback, self-reflection activities, and strengthening metacognitive awareness so that students can evaluate their writing abilities more accurately. This study was limited by a small number of participants and a single school context. Future research is recommended to involve a wider range of participants from various educational contexts and examine learning strategies that can improve the match between students' perceptions and their actual writing abilities.

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