

# The Analysis of Elementary School Students' Descriptive Writing Skills in EFL

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**Abstract.** This study examines the challenges elementary school students face in English as a Foreign Language (EFL) descriptive writing, a crucial skill often perceived as one of the most complex aspects of language learning. It was conducted on 39 fifth-grade public elementary school students in Pacet sub-district, Bandung Regency, to assess students' writing abilities through test and non-test instruments. The research employed a descriptive methodology using purposive participant selection on the following criteria: schools that use the Independent curriculum, English is taught by a teacher who is a graduate of English education, and the school is one of the representatives of the sub-district, as determined by the elementary school supervisor. The tests evaluated key aspects of descriptive writing, including format and content, organization and coherence, and sentence construction and vocabulary, while structured questionnaires explored students' difficulties and influencing factors. The study aimed to identify the specific challenges students encounter in writing descriptive texts and uncover factors impacting their performance to inform the development of more effective instructional strategies. The findings show that many students struggle with content development, coherence, and grammar. Corpus analysis reveals frequent issues such as unclear phrasing, code-mixing, and overly brief, highlighting gaps in vocabulary use and sentence construction. Additionally, the questionnaire results revealed that a significant number of students encountered challenges in various aspects of descriptive writing, particularly in vocabulary use, grammar, sentence structure, and idea development. These findings underscore the need for targeted, collaborative, and technology-supported instructional strategies to address students' specific difficulties and enhance their proficiency and confidence in English descriptive writing.

**Keywords:** Writing Skills; Elementary School; EFL; Descriptive Text; TEYL

## 1. Introduction

In our globalized world today, English has grown into an essential means of communication, education, and economic progress. Across Southeast Asia, English is regarded as an essential skill for thriving in global interactions, both politically and economically. As an international language, English has been extensively promoted by various scholars, aiming to raise awareness among teachers, students, and educators about its global status and to encourage a shift in attitudes toward what is considered 'standard' English (Foley, 2022). Recognizing its importance, ASEAN countries have prioritized English education at an early age to improve proficiency among their citizens. In Indonesia, English is taught as a foreign language, which presents unique challenges compared to countries where it is spoken as a second language. Historically, English language education in Indonesia has undergone significant changes, particularly at the elementary school level. The role of English in elementary education has become increasingly uncertain and diminished following a significant shift in the national curriculum, which indirectly impacted the policy on teaching English to young learners. As mentioned by Diyanti and Madya (2021), English for Young Learners (EYL) in Indonesia began as an elective subject in primary schools in 1990, becoming a local content option in 1993 for grades 4-6, allowing regional variations in its implementation due to a lack of a national curriculum. While the 2004 curriculum introduced National Standards, English remained a local content subject. Then previously implemented 2013

Curriculum excluded English from both the compulsory subjects and the locally adapted content (Meisani, et al, 2020). However, in the 2013 curriculum, English was no longer taught as part of the regular class schedule at the elementary level and was instead offered as an extracurricular activity. Recent policy shifts under the Independent curriculum reintroduce English as a subject, reflecting its growing importance in the educational landscape. With the launch of the Independent curriculum in 2022, English was reintroduced as one of the subjects taught in elementary schools. In 2024, the Ministry of Education, Culture, Research, and Technology implemented a policy making English an optional subject in elementary schools until 2026/2027, after which it will be a compulsory subject from grade 3 in the 2027/2028 academic year (Ministry of Education and Culture, 2024).

In Indonesia, English serves as a foreign language, with significantly fewer speakers compared to nations where English functions as a second language. As noted by Aubrey and Philpott (2021), in many EFL classrooms, students' motivation to learn English is often hindered by limited opportunities for meaningful intercultural interaction, the minimal impact of intra-cultural activities among peers from the same background, the lack of structured global perspectives within the curriculum, and the underuse of task-based activities that promote authentic intercultural engagement—all of which are crucial for fostering a more internationally oriented and motivated language learner. In Southeast Asia, as ASEAN economic integration increases the demand for English proficiency, member countries are expanding English education policies—often favoring native speakers despite a lack of official hiring guidelines—while also recognizing that qualified teachers from within the region can effectively address challenges such as limited resources and low proficiency levels (Ulla, 2021). Furthermore, Diyanti and Madya (2021) stated that the position of English as an international language encourages ASEAN countries to accelerate their citizens' proficiency by introducing English at an early age through elementary education curricula. Therefore, English language teaching at the elementary level is highly important. In line with Kim (2024), EFL students who lacked early exposure to English—either through private tutoring or supportive home environments—and received limited encouragement or involvement from their parents generally encountered greater difficulties in developing strong English skills and demonstrated lower overall proficiency levels.

However, English language teaching as a foreign language in Indonesia continues to encounter a number of challenges for students. The implementation of English instruction for young learners in Indonesia varies significantly across schools, particularly in terms of its official status within the curriculum, the amount of time allocated for each lesson, and the specific grade level at which English education begins (Meisani, et al, 2020). According to Angraeni and Yusuf (2022), elementary school teachers in Indonesia are expected to prepare themselves to teach English as a mandatory subject under the new Kurikulum Merdeka. This preparation involves more than just pedagogical planning; it requires strong self-efficacy and intrinsic motivation, which are essential for effective implementation. However, current discussions often emphasize only the psychological aspect of readiness, while overlooking two other critical dimensions: behavioral readiness, which refers to the necessary teaching competencies, and situational readiness, which includes factors such as infrastructure and school environment. Compounding the issue, many elementary teachers do not have a formal background in English education, which may undermine their confidence and ability to deliver English instruction effectively.

Of the four English language skills, writing is considered one of the most challenging. Writing is widely recognized as essential for demonstrating both language proficiency and academic achievement across subjects; however, in many EFL contexts, students often struggle with second language (L2) writing due to the limited instructional time allocated to English writing and the lack of sufficient emphasis placed on it by both teachers and learners (Tang et al., 2024). Furthermore, Fan and Wang (2024) highlight that writing in English is notably difficult for EFL learners because it demands recalling information, organizing thoughts, transforming ideas into language, putting those ideas on paper, and then revising the text to create a polished final product. Similarly, Derakhshan and Shirejini (2020) state that EFL learners face several persistent challenges in writing, including frequent grammatical errors, limited vocabulary, and

poor sentence construction, which collectively hinder clear expression. Their writing often suffers from inadequate organization, ineffective transitions, and a lack of familiarity with academic genres and rhetorical structures. In addition, common issues such as punctuation and spelling mistakes, improper use of idiomatic expressions and collocations, and negative transfer from their first language further complicate their writing. These difficulties are compounded by writing anxiety, overreliance on rote memorization instead of contextual learning, and insufficient opportunities for meaningful writing practice and feedback. In the EYL context in Indonesia, writing typically involves forming simple sentences or short paragraphs in a nonacademic context. Even though this task seems basic, teachers have noted that many children struggle with it, as various difficulties make it hard for them to write well in English (Oktavia, et al, 2022).

### **1.1. Problem Statement**

Teaching English in Indonesia, especially at the elementary level, faces significant challenges. In Indonesia, English is mostly used in certain situations, unlike in countries where it's spoken as a second language, making it difficult for students to find real-life applications. Many students perceive English as a difficult subject, leading to low motivation and enthusiasm for learning the language. Writing, in particular, is considered the most difficult skill to develop for EFL learners. This complexity arises from the need to transform ideas into structured text, which requires deep cognitive effort. Students often struggle with grammar, spelling, coherence, and cultural differences, which further hinders their writing ability.

The lack of engaging and meaningful instructional approaches compounds these difficulties, with traditional methods often perceived as monotonous and uninteresting. Cultural and linguistic barriers also play a role, as students' native language structures differ significantly from English. Consequently, students face difficulties in producing grammatically correct and coherent writing. Addressing these challenges is essential for improving English writing instruction and promoting student motivation. Investigating these problems and understanding the factors that affect students' writing skills will serve as a foundation for developing strong teaching strategies.

### **1.2. Related Research**

Several studies highlight the difficulties with teaching writing for EFL and how to overcome them. Guo, et al. (2024) identify several challenges EFL students face when engaging in collaborative peer feedback (CPF) during writing tasks. These include difficulties in providing constructive and specific feedback, limited collaboration skills, and discomfort with critiquing peers' work. The researchers suggest that to overcome these issues, educators should integrate CPF into writing instruction and focus on developing students' collaborative abilities. In response to these challenges, EFL students face in collaborative peer feedback, the study recommends providing explicit instruction on how to deliver clear and constructive comments, fostering a supportive and respectful classroom environment, and modeling effective collaboration techniques. Additionally, using structured tools such as checklists or guiding questions can help students focus on key aspects of writing. Encouraging reflective practices and integrating peer feedback regularly into writing instruction further enhances students' confidence, engagement, and ability to give and receive meaningful feedback.

The study by Ahmetović and Dubravac (2021) identifies several challenges in elementary EFL learning. Although students are generally motivated to learn English, they struggle the most with writing, while speaking is the most preferred skill. A mismatch exists between students' learning preferences and classroom activities, such as their dislike for discussions despite enjoying reading stories. Preferred strategies like vocabulary translation and grammar exercises are not always well implemented. Learning preferences also differ across grade levels, but curricula often ignore these differences. Additionally, outdated textbooks and irrelevant lesson topics reduce student engagement. The study emphasizes the importance of regular needs analysis to align teaching methods and materials with learners' actual needs and interests. To address the challenges identified in this study, teachers should focus on enhancing students' intrinsic motivation by incorporating engaging, interest-based content

and diverse instructional strategies. Updating outdated textbooks with topics that reflect learners' preferences—such as travel, sports, and hobbies—can increase engagement, particularly in lower grades. A balanced focus on all language skills is essential, with targeted support for writing, which students found most difficult. Teachers should also make use of digital tools and interactive activities, especially for younger learners, while providing more structured learning experiences for older students. Additionally, vocabulary and grammar instruction should evolve from translation-based methods to more communicative, context-driven approaches. Finally, ongoing needs assessments and differentiated instruction based on learners' age and preferences are crucial for creating an effective and inclusive EFL learning environment.

On the other hand, Lewis (2024) found several writing difficulties faced by EFL elementary students are highlighted. These include challenges in mastering genre-specific writing tasks such as narrative, opinion, and informational texts, as required by curriculum standards. Students often struggle with organizing their ideas, using appropriate vocabulary and grammar, and understanding the structure and purpose of different text types. Moreover, limited teacher preparation and a lack of targeted instructional strategies make it harder for educators to effectively support multilingual learners. These issues can hinder students' confidence, engagement, and overall writing development in English. This research suggests several instructional strategies to support elementary multilingual writers in overcoming common writing challenges. She emphasizes the importance of explicit strategy instruction, where students are taught how to plan, organize, revise, and edit their writing. Genre-based instruction is also recommended to help learners understand the structure and language features of different text types. Additionally, scaffolding and modeling are highlighted as effective methods to guide students through the writing process. Lewis also advocates for culturally and linguistically responsive teaching that builds on students' backgrounds and home languages, as well as collaborative writing activities that encourage peer interaction. Lastly, she underscores the need for ongoing professional development to equip teachers with the tools and knowledge to support multilingual learners effectively.

### **1.3. Research Objectives**

According to the backgrounds mentioned above, the aim of the study is to identify and understand issues that phase C elementary school students face in learning to write English. This research also aims to uncover the factors that influence students' writing ability, including the challenges, constraints, and needs that arise in the learning process, so it can be the starting point for developing more successful learning strategies that enhance the English writing skills of elementary school students.

The primary objective of this study is to explore the difficulties and factors influencing English writing skills among Phase C elementary school students in Indonesia. The purpose of this study are:

1. Find out the particular problems experienced by students in learning to write English.
2. Explore the causes and constraints that hinder their writing development.
3. Determine the needs of students and teachers to improve English writing instruction.

The findings are expected to provide a foundation for designing more effective teaching strategies that enhance students' writing skills. Ultimately, this research seeks to support the development of innovative learning to overcome the particular challenges of teaching English writing in Indonesian elementary schools.

## **2. Theoretical Framework**

In the learning outcomes for Phase C of the Independent curriculum, it is stated that students should be able to produce descriptive, narrative, and procedural texts using sentences with specific patterns and examples at the word and sentence levels. EFL students often struggle with writing. Some of the challenges in students' writing skills include difficulties with limited

vocabulary and grammatical structures, which hinder their ability to express ideas effectively (Cheung, 2021).

According to Purnamasari, et al, (2021), descriptive text is used to clearly explain and illustrate people, animals, objects, or places so that readers can gain a better understanding of the subject. To write an effective descriptive text, students must use appropriate language features and follow the correct structure, including identification and description, although many still struggle to apply these elements properly.

In Indonesia, Teaching English to Young Learners (TEYL) has progressed as the curriculum and educational policies have changed, and it is seen as essential for children aged five to twelve due to their heightened ability to absorb new languages, though it presents significant challenges for teachers who must navigate students' emotional unpredictability, developmental differences, and fluctuating motivation by using creative, engaging, and supportive strategies like games, songs, and hands-on practice to make learning both effective and enjoyable (Oktavia, et al, 2022). A major challenge of TEYL is the frequently changing curriculum, which leads to inconsistent policies and unstable time allocations for English learning. This can hinder the effectiveness of TEYL. Therefore, it is important for educational stakeholders, including English teachers and education practitioners, to understand the meaning and essence of TEYL.

Oktavia, et al, (2022) also stated that in Indonesia, teaching English as a foreign language to young learners is a complex task that requires careful attention to various factors, as children at this age can be unpredictable in their motivation—often learning only when they feel interested—so teachers must find effective ways to sustain their engagement and enthusiasm throughout the learning process, which is why this study was carried out to explore the specific challenges faced by English teachers in delivering language instruction to young learners. Additionally, Indonesian children, accustomed to the phonetic writing system of *Bahasa Indonesia*—where sounds consistently align with their written forms, because they often interpret and produce sounds in a foreign or second language through the lens of their native language, relying on familiar patterns from their mother tongue to make sense of unfamiliar pronunciation (Indrayadi, et al, 2021).

The Independent curriculum emphasizes strengthening English language skills in six areas: listening, speaking, reading, viewing, writing, and presenting. These skills are taught inclusively through various types of texts (Ministry of Education and Culture, 2024). The elements outlined in this document, including the skills of Listening-Speaking, Reading-Viewing, and Writing-Presenting, refer to comprehensive language skills. The results of learning for the six English skills align with the Common European Framework of Reference for Languages (CEFR), targeting the B1 level, corresponding to an intermediate proficiency. The approach used in English language teaching is genre-based, emphasizing texts in several modes, including speech, writing, visuals, audio, and multimodal forms (Ministry of Education and Culture, 2024). For grades 3–5, the Independent curriculum allocates 72 lesson hours per year for English, while for grade 6, there are 64 lessons annually. This means elementary school students only have two hours of English weekly lessons. Under the Merdeka Belajar initiative, English in elementary schools becomes an optional subject based on school readiness until the 2026/2027 academic year, after which this subject will be made compulsory for grade 3 students starting in the 2027/2028 academic year (Ministry of Education and Culture, 2024). Independent curriculum focuses on improving education quality in Indonesia, including English language learning.

### 3. Method

#### 3.1. Research Design

The study applied a descriptive approach to help fully understand the ability of elementary school students to write descriptive texts in English. The study was conducted using a purposive selection method to ensure the 5th grade elementary school students selected met specific criteria representative of the research context. The methodology was as to assess students' writing abilities in English, specifically within the framework of the Independent curriculum's

implementation for EFL education. The selected school employed English teachers with a background in English Language and Literature Education.

### **3.2. Participant**

This study's participants were 39 5<sup>th</sup> grade students from a public elementary school in Pacet subdistrict in Bandung Regency. These students were purposefully chosen based on predetermined criteria to ensure relevance to the study's objectives. The criteria included being part of a school that had adopted the Independent curriculum and having English as a subject taught by a teacher specializing in English Language and Literature Education, and the school is one of the representatives of the sub-district according to the elementary school supervisor. This ensured the participants' educational context and instruction quality were consistent with the research focus.

### **3.3. Data Collection**

To collect the data, both test and non-test instruments were applied. The test instrument consisted of an open-ended question designed to assess students' descriptive writing skills in an EFL context, focusing on three key features: format and content, organization and coherence, and sentence construction and vocabulary. Writing proficiency indicators were adapted from validated instruments to ensure reliability. Non-test instruments included a structured questionnaire with 15 items aimed at identifying students' difficulties in writing descriptive texts. These items explored challenges such as vocabulary mastery, grammar usage, text structure organization, idea development, attitudes toward writing in English, teacher roles, and environmental factors.

### **3.4. Data Analysis**

The data obtained from the test were processed using simple statistical techniques, where scores for each writing aspect were calculated and averaged to determine overall percentages. This approach enabled the categorization of students' descriptive writing skills into performance levels: excellent, good, fair, poor, and very poor.

Similarly, descriptive statistics were used to analyze the data from the questionnaires to examine the relationship between students' writing difficulties and their overall writing performance. This analysis provided insights into how environmental and instructional factors influenced students' ability to write descriptive texts in English. The findings were used to evaluate and categorize students' writing skills and the contextual factors affecting their development.

### **3.5. Validity and Reliability**

The validity of the instruments in this study was ensured by adapting them from established, validated sources. The test instrument, which assessed students' descriptive writing skills, focused on key aspects such as format and content, organization, and sentence construction. These indicators were based on previous research, ensuring they were suitable for measuring writing ability. The questionnaire, designed to identify students' writing challenges, addressed topics such as vocabulary, grammar, text organization, and attitudes toward writing. Both instruments were reviewed by experts, to ensure they aligned with the research goals. They are Prof. Dr. Bachrudin Musthafa, M.A., a lecturer in English language education specializing in TEYL and writing and Ela Nurahman, M.Pd., an English teacher in Bandung district and also a doctoral student in English education. Their validation results stated that the instrument was suitable for use with minor revisions. The use of well-established instruments and careful data analysis methods contributed to the reliability of the results.

### **3.6. Instrument**

This study employed both test and non-test instruments to assess students' abilities and challenges in writing descriptive texts in an EFL context. The test instrument consisted of one open-ended writing task designed to evaluate students' performance based on three key aspects: format and content, organization and coherence, and sentence construction and vocabulary. The evaluation criteria for each aspect were adapted from previously validated

instruments (Hyland, 2004), ensuring relevance to the context and reliability of the assessment. Each aspect was assigned a specific weight: format and content (40 points), organization and coherence (20 points), and sentence construction and vocabulary (40 points), with a total maximum score of 100 and a minimum of 3. The detailed indicators of EFL descriptive text writing ability by Hyland which is used for each writing aspect are presented in Table 1 below.

**Table 1.** Indicators of EFL Descriptive Text Writing Ability

EFL descriptive text writing skills	Indicator
Format and content (40)	Create descriptive texts by following correct writing conventions, demonstrating the main features of descriptive texts, using substantially relevant ideas and information, developing ideas logically, and demonstrating audience awareness through appropriate language and structure choice.
Organization and coherence (20)	Demonstrates an easy-to-follow message through good organisation, including thorough development of the introduction, body and conclusion; supported by relevant and convincing details; logical flow of content supports smooth reading; paragraphs are cohesive; and effective use of transitions and references to maintain cohesion.
Sentence construction and vocabulary (40)	Uses a variety of correct sentence types and lengths; transitions between sentences are clear; there are no major errors in grammar; uses a diverse and appropriate vocabulary; and chooses words and expressions that are appropriate for the context of the writing.

(Hyland, 2004)

Based on the evaluation results of the three aspects of writing skills for descriptive texts in EFL settings, the maximum score obtained from all aspects is 100, while the lowest score is 3.

The non-test instrument was a structured questionnaire designed to identify common difficulties faced by students in writing descriptive texts. It consisted of 22 items covering five dimensions: vocabulary mastery, grammar usage, text organization, idea development, attitudes toward writing, teacher roles, and environmental factors at school and home. These indicators provided a comprehensive view of the factors influencing students' writing performance. The questionnaire of difficulties in writing descriptive texts in EFL are shown in Table 2 below.

**Table 2.** Questionnaire of Difficulties in Writing Descriptive Texts in EFL

Dimension	Indicator
Difficulty in Vocabulary Mastery	Difficulty in finding the right vocabulary. (1)
	Limited vocabulary makes it difficult to write fluently. (2)
	Confusion in choosing words according to context. (3)
	Difficulty using correct grammar. (4)
Difficulty in Grammar	Difficulty combining sentences with correct grammar. (5)

	Confusion with sentence structure in English. (6)
Difficulty in Structuring Texts	Difficulty composing words and sentences coherently. (7) Difficulty composing parts of text (introduction, content, conclusion. (8) Difficulty connecting ideas in one text. (9)
Difficulty in Developing Ideas	Running out of ideas when writing. (10) Difficulty developing ideas into sentences and paragraphs. (11) Difficulty making writing coherent and easy to understand. (12)
Attitudes towards Writing Texts in English	Anxiety when writing in English. (13) Feelings of frustration when having difficulty writing. (14) Confidence in English writing skills. (15)
The role of teachers when teaching and learning	Teachers create a pleasant atmosphere during learning. (16) Teachers use media during learning. (17)
School environmental factors	Students feel comfortable when studying at school. (18) School facilities and infrastructure support learning. (19)
Family environmental factors	English books are available at home. (20) Difficulty in finding the right vocabulary. (21)

## 4. Findings

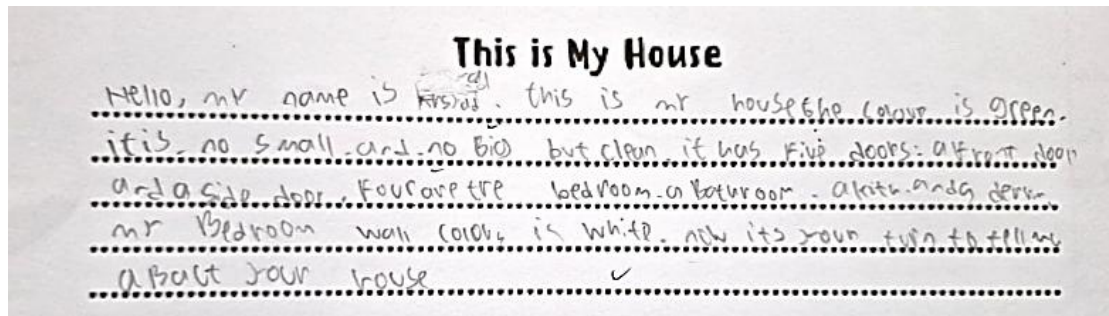
### 4.1. Descriptive Writing Skills

The descriptive writing skills of students learning EFL were assessed using classroom tests and questionnaire responses. Interestingly, throughout the entire learning process, no specific activities were deliberately created to focus on enhancing students' skills in writing descriptive texts in English. Instead, the assessment was conducted through a test that concentrated on evaluating three essential components of writing: Format and Content, Organization and Coherence, and Sentence Construction and Vocabulary. These aspects were chosen to provide a comprehensive measure of the students' overall writing proficiency. For the instructional approach, the researcher employed direct instruction as the primary teaching method. As part of the first step, the researcher introduced a simple example of a descriptive text written in English, which was then carefully analyzed and discussed with the students to ensure they understood its structure and key features. This discussion helped to clarify what constitutes a well-organized and coherent descriptive text. Afterward, the students were given the task of writing their own descriptive texts, drawing inspiration from their personal experiences or situations, allowing them to relate the task to their own lives and interests. The test was administered without providing any vocabulary-related support, with the aim of assessing the students' command of vocabulary and their ability to use it independently in their writing. This approach allowed for a clearer understanding of how well the students had mastered vocabulary, particularly in the context of descriptive writing. The results of this assessment, which reflect the students' descriptive writing skills in the EFL environment, are presented and discussed in detail below. This analysis identifies what learners are doing



effectively and where they face difficulties, providing valuable insights for future instructional planning.

According to the findings gathered through evaluating descriptive text writing for EFL students in an elementary school, the scores obtained for format and content are organized into particular categories. Figure 1 below illustrates one of the students' writing samples, which serves as a corpus example for assessing descriptive text writing ability in the aspect of format and content.

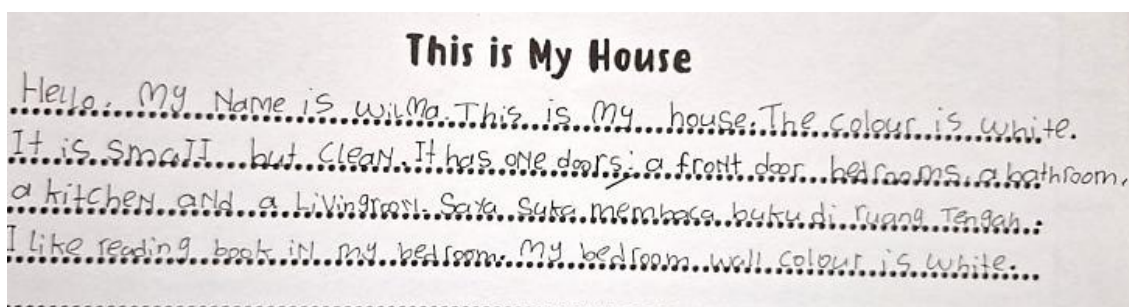


**Figure 1.** Student's text writing for assessing the aspect of format and content.

"Hello, my name is Arshad. This is my house. The colour is green. It is no small and no big but clean. It has five doors: a front door and a side door. Four are the bedroom, a bathroom, a kitchen and a drkm. My bedroom wall colour is white. Now it's your turn to tell me about your house."

The student's descriptive text reflects a developing grasp of writing skills, with partial adherence to writing conventions such as capitalization, punctuation, and grammar. While the content is largely relevant—providing general information about the house and specific personal touches like the color of the bedroom walls, the descriptions remain basic and at times unclear due to language errors. The overall structure shows a logical flow from general to specific details, yet transitions are weak, and cohesion is limited. Despite these issues, there is some evidence of audience awareness, especially through the closing sentence that attempts to engage the reader. Overall, the writing demonstrates initial competence in descriptive text construction but requires improvement in language accuracy, detail development, and organizational clarity.

Figure 2 below also illustrates the students' writing samples, which serve as a corpus example for assessing descriptive text writing ability in the aspect of format and content.



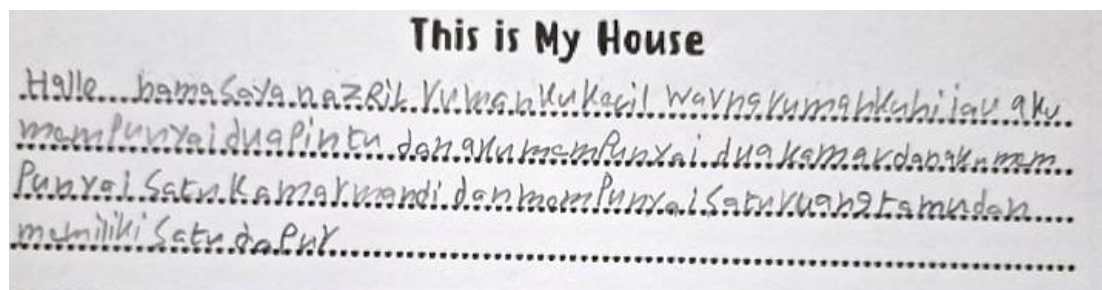
**Figure 2.** Student's text writing for assessing the aspect of format and content.

"Hello.. My name is Wilma. This is my house. The colour is white. It is small but clean. It has one doors: a front door, bedrooms, a bathroom, a kitchen and a livingroom. Saya suka membaca buku di ruang tengah. I like reading book in my bedroom. My bedroom wall colour is white."

The student's text demonstrates an emerging awareness of descriptive writing, with clear intent to describe their house using simple yet relevant vocabulary. The structure follows a basic sequence—from introduction to specific features of the house—indicating an initial understanding of logical organization. However, several issues in grammar, such as subject-verb agreement ("one doors"), article usage, and sentence formation, interfere with overall

clarity. Code-switching in the third sentence, where *Bahasa Indonesia* is used within an English paragraph, also disrupts cohesion. Despite these limitations, the student makes an effort to include descriptive elements such as color, cleanliness, and personal preference, reflecting some audience awareness. Improvements in consistency, grammar accuracy, and richer detail would strengthen the writing's effectiveness in meeting the criteria for descriptive texts.

Figure 3 illustrates another student's writing samples, which serves as a corpus example for assessing descriptive text writing ability in the aspect of format and content.



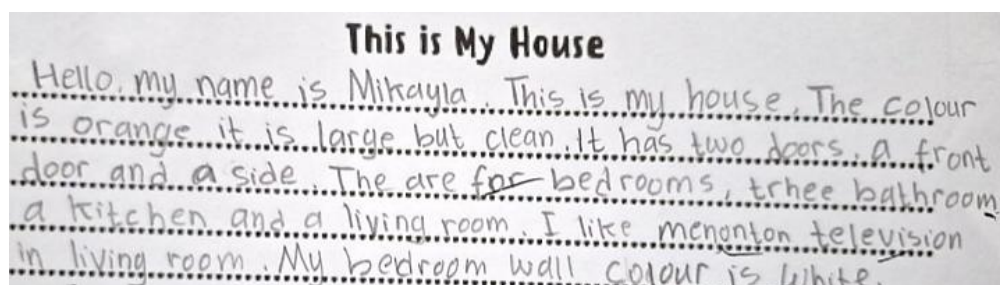
**Figure 3.** Student's text writing for assessing the aspect of format and content.

"Hello. Nama saya Nazril. Warna rumahku hijau. Aku mempunyai dua pintu dan aku mempunyai dua kamar, dan mamaku punya satu kamar mandi, dan nenek punya satu ruang tamu, dan memiliki satu dapur."

The student demonstrates a basic attempt at describing their house, primarily using simple sentence patterns in *Bahasa Indonesia*. While the content includes several relevant descriptive details—such as the house's color, number of rooms, and family members' spaces—the writing does not fulfill the expectations of an English descriptive text. The language used is entirely in Indonesian, which limits the assessment of the student's ability to apply appropriate English vocabulary, structure, and conventions. However, the text reflects a clear logical development and organization, progressing from general characteristics to specific features. With appropriate language scaffolding and guided practice, the student could begin to express these ideas in English to better meet the standards for descriptive writing.

Based on the assessment of 39 students, the average score for writing simple descriptive texts in terms of format and content is approximately 15.74 out of 40. This suggests that most students are beginning to grasp the basic features of descriptive writing, such as presenting relevant information and attempting to organize ideas. However, the relatively modest average indicates that many students may still struggle with fully developing their ideas, maintaining logical flow, and tailoring their language to suit the audience. These results highlight the need for continued support and targeted instruction to strengthen their ability to produce coherent and well-structured descriptive texts.

Meanwhile, for the EFL descriptive writing skills related to organization and coherence figure 4 presents a student's writing sample that demonstrates how ideas are structured and connected across sentences in a descriptive text.



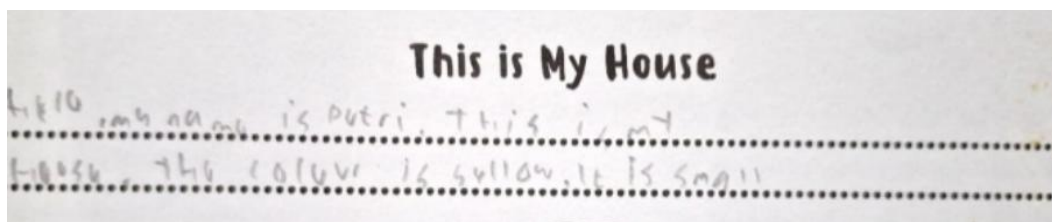
**Figure 4.** Student's Text Writing for assessing organization and coherence.

"Hello my name is Mikayla. This is my house. The colour is orange. It is large but clean. It has two doors, a front door and a side. The are for bedrooms, three bathroom, a kitchen and a living room. I like *menonton* television in living room. My bedroom wall colour is white."

The student's writing demonstrates a clear and easy-to-follow message with a well-organized structure. The introduction briefly identifies the writer and the topic, while the body provides specific and relevant details about the house, such as its size, color, doors, rooms, and personal preferences. The flow of information moves logically from general description to specific features, contributing to smooth reading. Although simple, the text is cohesive, and the ideas are arranged in a natural sequence. Transitions such as *but* and *now* help guide the reader through the text, showing an early understanding of coherence strategies. The conclusion invites interaction, which shows awareness of audience and adds a personal touch to the writing. Overall, the piece is effectively organized and reflects growing competence in using English for descriptive purposes.

The student's descriptive text demonstrates a developing sense of organization and coherence, with a clear structure that follows the modeled example. The introduction briefly identifies the writer and the topic, while the body provides specific and relevant details about the house, such as its size, color, doors, rooms, and personal preferences. Although simple, the text is cohesive, and the ideas are arranged in a natural sequence. Despite these issues, the student makes a clear attempt to include relevant and specific information, such as room details and personal activities. Transitions are minimal and sentence connections could be smoother, but the effort to mirror the structure of the example text is evident. The inclusion of an Indonesian word, *menonton*, in the sentence "I like *menonton* television in living room" indicates code-mixing and suggests that the student may still rely on their first language vocabulary when unsure of the equivalent English word. Overall, the writing reflects early competence in organizing ideas, though further support is needed to improve cohesion, clarity, and the effective use of linking devices.

The figure 5 below also displays an example of a student's descriptive writing, related to organization and coherence.



**Figure 5.** Student's Text Writing for assessing organization and coherence.

"Hello my name is Putri. This is my house. The colour is yellow. It is small."

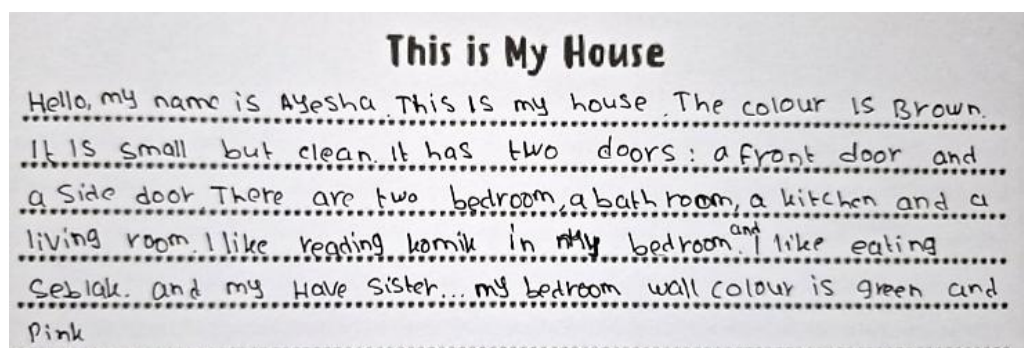
The student's text reflects an early attempt to follow the organizational model provided in the example, beginning with a basic introduction and offering a couple of descriptive details. The message is easy to follow, moving from a general opening to specific points about the house's color and size. However, the paragraph lacks development in the body—important details such as the house's features, the student's personal connection, or a conclusion are missing. Because the text is composed of very short, unlinked sentences, cohesion is weak, and the absence of transitions or reference words results in a choppy reading experience. While the writing shows an understanding of the basic descriptive structure introduced in the example, it would benefit from more elaboration, smoother connections between ideas, and a clearer ending to fully meet the criteria for strong organization and coherence in academic writing.

Based on the assessment of 39 students, the average score for organization and coherence in writing simple descriptive texts is approximately 9.26 out of 20. This indicates that while students are beginning to understand how to structure their writing, many still face difficulties in creating clear and logically ordered paragraphs. The low-to-moderate average suggests that students often struggle with using transitions effectively, developing ideas within a unified structure, and maintaining cohesion throughout the text. These findings point to the importance of providing



more focused guidance on how to organize content logically, link ideas smoothly, and support the overall flow of the text to enhance the clarity and coherence of their writing.

The third criteria for writing descriptive text is sentence construction and vocabulary. Figure 6 features a student's written example, highlighting the use of sentence structures and the selection of vocabulary in composing a descriptive paragraph.

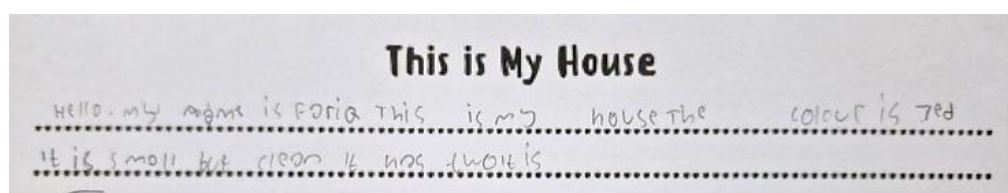


**Figure 6.** Student's text writing for assessing sentence construction and vocabulary

"Hello, my name is Ayesha. This is my house. The colour is brown. It is small but clean. It has two doors: a front door and a side door. There are two bedrooms, a bathroom, a kitchen and a living room. I like reading *komik* in my bedroom. I like eating *seblak*, and my have sister. My bedroom wall colour is green and pink."

The student's text demonstrates an emerging command of sentence construction and vocabulary appropriate for an elementary-level EFL learner. The majority of sentences are simple and grammatically correct, showing consistency in structure and clarity. There is a logical sequence from one sentence to the next, with clear transitions that guide the reader through the description of the house. Vocabulary use is generally suitable, with descriptive terms like *small but clean*, and *brown*, effectively supporting the purpose of the text. However, the inclusion of Indonesian word such as *komik* reflects limited lexical range and may confuse readers unfamiliar with the terms, indicating the need for greater attention to language appropriateness in context. Additionally, the phrase *my have sister* is grammatically incorrect and suggests a misunderstanding of basic subject-verb agreement or possessive structure. Despite this, the student's attempt to personalize the text by mentioning preferences and household features adds variety and interest. Overall, the writing shows a developing ability to construct coherent sentences with relevant vocabulary, though continued support is needed to strengthen grammatical accuracy and contextual word choice.

The following Figure 7 present the student's work demonstrates their ability for construction and vocabulary.



**Figure 7.** Student's text writing for assessing sentence construction and vocabulary.

"Hello my name is Fariq. This is my house. The colour is red. It is small but clean. It has 2 doors."

The student's text demonstrates a developing grasp of basic sentence construction and vocabulary appropriate for their level as an elementary EFL learner. The writing mirrors the structure of the example text, indicating an understanding of modeled sentence patterns. Simple sentence forms such as *Hello my name is Fariq* and *This is my house* are correctly constructed, reflecting foundational knowledge of subject-verb agreement and word order. The vocabulary used—such as *house*, *colour*, *red*, *small*, and *clean*—is simple yet contextually appropriate, showing the student's ability to select familiar words relevant to the topic.

However, the text lacks sentence variety and transitions, as all sentences are short and largely follow the same structure. Additionally, the composition remains incomplete, ending abruptly after It has 2 doors, which limits the analysis of cohesion and range. There are no major grammatical errors in the portion provided, but the absence of more complex structures and descriptive elements suggests limited vocabulary range. Overall, the student shows promise in constructing basic, grammatically correct sentences with suitable vocabulary, though further development in sentence variety, transitional phrases, and lexical diversity is needed.

The average score of 39 students in writing a simple descriptive text, based on the criteria of sentence construction and vocabulary, is 16.21 out of a maximum of 40. This result indicates that, on average, students are still developing their ability to construct sentences correctly and use appropriate vocabulary in context. While many are able to form basic sentence structures and select familiar words related to the topic, their writing often lacks variety in sentence types, smooth transitions, and a wider lexical range. The score reflects a partial achievement of the expected competencies, suggesting that further instructional support is needed to help students improve in using more diverse sentence forms and expanding their vocabulary for more effective written communication.

The following table displays students' performance in writing descriptive texts in English as a Foreign Language. Table 3 outlines the individual scores obtained in three key areas: format and content (Score 1), organization and coherence (Score 2), and sentence structure and vocabulary (Score 3). The total score is the result of combining these three components, offering a complete picture of each learner's descriptive writing proficiency.

**Table 3.** Descriptive Writing Ability Achievement Scores

No	Name	Score 1	Score 2	Score 3	Total Score
1	AFW	20	13	20	53
2	AM	12	8	15	35
3	AMF	25	13	24	62
4	AR	25	14	25	64
5	AFR	19	10	18	47
6	AN	22	13	20	55
7	AKFP	25	13	23	61
8	AAA	2	2	2	6
9	ANSS	23	13	22	58
10	CFA	25	13	25	63
11	DHA	15	13	15	43
12	EO	15	13	15	43
13	FJR	10	10	12	32
14	GGR	5	4	4	13
15	JSK	26	13	29	68
16	JNAJ	15	12	20	47
17	KNA	10	10	17	37
18	LN	27	13	30	70
19	MAA	5	3	4	12
20	MIAR N	3	2	3	8
21	MRY	15	9	17	41
22	MRR	20	8	22	50
23	MHSS	25	13	24	62
24	MKR	3	2	3	8

25	MAB	25	12	25	62
26	MFNA	5	3	2	10
27	MFN	5	3	2	10
28	MIN	5	3	5	13
29	MRAB	10	8	15	33
30	MR	20	8	17	45
31	MRA G	20	10	17	47
32	NAZ	8	7	8	23
33	NNN	20	10	20	50
34	RAH	1	1	1	3
35	SPJ	22	12	24	58
36	SM	28	13	30	71
37	SN	23	13	25	61
38	SNF	20	13	20	53
39	ZP	10	8	12	30
Average		15,7436	9,25641	16,20513	41,20513

Finally, the average score of 39 students in writing a simple descriptive text, assessed across three aspects—(1) format and content, (2) organization and coherence, and (3) sentence construction and vocabulary—is 41.21 out of a maximum score of 100.

#### 4.2. Difficulty on Descriptive Writing

Once the students completed the writing test, they were then instructed to fill out a survey that aimed to assess the specific elements they encountered while writing descriptive texts in EFL. This survey was designed to gather detailed insights into the challenges experienced during the writing process. It focused on various aspects of descriptive writing, such as vocabulary, grammar, structure, and overall organization. The data gathered through the students' responses were carefully examined to determine the level of difficulty they experienced. To present the findings more clearly, the results from the survey were organized and condensed in a table, which serves as a valuable tool for measuring the extent of the challenges experienced during descriptive text writing within the context of English language learning. The table provides a visual representation of the data, making it easier to interpret the various levels of difficulty reported by the students and offering a clear view of areas requiring further attention and improvement. The table 4 shows the result of the questionnaire about vocabulary, grammar, structure, and overall organization.

Based on the questionnaire results, many students reported various challenges in writing descriptive texts in English. A total of 33 students admitted to struggling with vocabulary selection, and 28 indicated that limited vocabulary affected their writing fluency. Confusion in choosing context-appropriate words was experienced by 34 students, while 36 had difficulty using correct grammar. Furthermore, 35 students found it challenging to combine sentences properly, and 37 were confused about sentence structure. Difficulties in writing coherent sentences were noted by 34 students, and 29 had trouble organizing text components such as introductions, content, and conclusions. Additionally, 23 students struggled to link ideas within a single text, and 31 mentioned running out of ideas during writing. Challenges in developing ideas into full sentences and paragraphs were faced by 33 students, while 25 found it hard to ensure their writing was coherent and understandable. Emotional responses were also reported: 26 students experienced anxiety, and another 26 felt frustrated when encountering difficulties in writing. On a more positive note, 36 students expressed confidence in their writing abilities. The same number also appreciated the supportive learning atmosphere created by their teachers, and 35 acknowledged the use of media in lessons. Moreover, 27 students felt comfortable at school and believed the facilities supported their learning, while the same number reported having access to English books at home.

**Table 4.** Percentage of Difficulty in EFL Descriptive Text Writing Skills

Number	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	AFW	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1
2	AM	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	AMF	1	1	1	1	1	1	1	1	0	0	1	0	0	0	0	1	1	1	0	1	1
4	AR	0	0	1	1	1	1	1	1	0	0	1	0	0	0	1	1	1	1	0	0	0
5	AFR	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	AN	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
7	AKFP	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
8	AAA	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
9	ANSS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
10	CFA	0	1	1	1	0	1	0	1	1	0	1	1	0	0	1	1	1	1	1	1	0
11	DHA	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1
12	EO	0	0	1	1	0	1	0	1	1	0	0	0	1	1	0	1	0	0	1	1	0
13	FJR	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
14	GGR	1	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	0	0
15	JSK	0	0	1	0	1	1	0	1	0	0	0	0	0	0	1	0	1	1	0	0	0
16	JNJ	1	1	1	1	1	1	1	0	0	0	0	1	1	1	0	0	1	1	1	1	1
17	KNA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1
18	LN	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
19	MAA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
20	MIARN	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
21	MRY	1	0	1	1	1	1	0	1	1	0	0	1	1	0	0	1	1	1	1	0	1
22	MRR	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	0	1	0
23	MHS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0
24	MKR	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1
25	MAB	0	0	0	1	1	1	1	1	1	0	1	1	0	0	0	1	1	1	1	1	1
26	MFNA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
27	MFN	1	0	0	1	1	1	1	1	0	0	1	1	0	0	0	1	1	1	1	1	0
28	MIN	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0
29	MRAB	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
30	MR	1	1	1	1	1	1	1	1	0	0	1	1	0	1	0	1	1	1	1	0	0
31	MRA G	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	0
32	NAZ	1	1	0	1	1	0	1	1	1	0	0	1	1	0	0	1	1	0	0	1	1
33	NNN	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
34	RAH	1	0	0	0	0	0	1	1	1	1	0	1	0	0	0	1	0	1	1	0	1
35	SPJ	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	0	0	1
36	SM	0	0	1	0	1	1	1	0	0	0	0	1	0	0	1	1	1	1	0	1	1
37	SN	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
38	SNF	1	0	1	1	0	1	1	0	0	0	0	1	0	1	0	1	1	0	1	1	1
39	ZP	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1
Total		33	28	34	36	35	37	34	36	29	23	31	33	25	26	26	36	36	35	27	27	27

## 5. Discussion

The data collected from 39 learners reveals noticeable differences in their ability to meet the requirements for format and content in descriptive writing. Most of the learners were classified into fair and poor categories, which suggests that a significant number of them struggle with organizing their ideas clearly and ensuring that their texts are relevant to the given topic. These learners face challenges in structuring their writing in a way that is both logical and aligned with the expectations of descriptive writing. Although there were a few students who performed at a good level, none reached the very good category, underscoring the need for further improvement in teaching methods. This gap in performance points to the necessity of refining the strategies used in writing instruction. Effective learning strategies are critical to helping learners enhance the quality of their written content and the structure of their writing. By adopting improved strategies, teachers can better support learners in overcoming their writing challenges. Research by Chen (2022) suggests that explicit instruction in writing strategies, such as planning and revising, can have a substantial impact on learners' writing skills and confidence. This is supported by Rashtchi and Porkar (2020), who note that techniques like brainstorming and outlining can help students organize their thoughts, leading

to better writing outcomes and fostering more positive attitudes toward writing. Additionally, Cheong, et al (2023) stress using targeted strategies such as peer review and self-assessment can ease challenges in writing while also helping students become more involved and take greater responsibility for their own learning. By integrating these strategies into the classroom, teachers are able to establish a more encouraging and productive setting that helps EFL students enhance their writing abilities and gain confidence in their skills.

In terms of organization and coherence, most learners fall into the sufficient category regarding their descriptive writing abilities. This means that while most learners can organize their writing to some extent and maintain a basic flow, their skills are not yet fully optimized. They are able to create a structure that is fairly organized, but it lacks the refinement needed to craft a well-structured composition. Only a small group of learners have demonstrated a strong ability to organize their thoughts and maintain a smooth, continuous flow throughout their work, showing a higher level of competence in this area. On the other hand, there are still learners who fall into the poor category, indicating that they are struggling with organizing and connecting their ideas effectively in their descriptive writing. This suggests that there is a clear need for more focused and innovative teaching methods to help these learners improve their ability to write effectively, especially in terms of organization and coherence.

To address these issues, it is crucial to explore new and innovative strategies that integrate technology into the learning process. Research by Alharbi (2020) points out that collaborative tools like Google Docs can be very effective in improving the organization of writing. These tools allow for real-time feedback and peer collaboration, which can help learners see how to better structure their ideas and maintain logical flow. Similarly, Zhang and Cheung (2018) emphasize the importance of using digital platforms, which encourage learners to adopt more organized and coherent writing practices. Wu et al. (2020) also show that flipped classroom approaches, combined with online tools, can help learners review organizational techniques before engaging in writing tasks, which can reduce demotivation and improve coherence. Moreover, Cheung (2024) discovered that digitizing the story-writing process improves young learners' ability to organize their thoughts in a logical and cohesive manner. Overall, these strategies and tools can significantly improve the writing skills of EFL learners, especially in the areas of organization and coherence, by offering them more structured and interactive educational experiences. The findings of the analysis show most learners are in the fair category in descriptive writing skills in the aspects of sentence structure and vocabulary. This indicates that most learners are able to construct descriptive sentences and use adequate vocabulary, although there is still room for improvement. Some learners have shown good skills, reflecting that they have more solid mastery in both aspects. However, there are still a number of learners who are in the less category, which indicates the need for special attention in providing additional guidance and practice to enhance descriptive writing skills. Enhancing descriptive writing in EFL can be achieved through collaborative and technology-enhanced approaches.

Defilippi, et al (2020) emphasize the value of tools like Padlet for fostering collaboration, allowing students to generate and refine ideas collectively. In line with Cheung (2024) who highlighted the effectiveness of digitized story-writing processes in helping young learners structure descriptive texts more effectively. Similarly, Luquin and Mayo (2020) found that collaborative writing and model-based feedback significantly improved primary students' descriptive writing performance. Additionally, Suastra and Menggo, et al (2020) found that performance assessment improves not only students' writing skills but also encourages greater responsibility and active participation in their own learning, making it a valuable approach to be more widely adopted in EFL writing instruction.

The assessment of the students' descriptive composition difficulties survey uncovered some troubling patterns, indicating that the majority of learners faced significant challenges when writing descriptive texts. This suggests that a lot of learners struggle with this aspect of language learning, and their skills need considerable attention and improvement. In addition to this, a smaller group of learners fell into the high difficulty category, indicating that while their



challenges were not as extreme as those in the very high difficulty category, they still faced significant hurdles. On the other hand, only a few learners were categorized under the medium difficulty level, and none of the learners were classified in the low difficulty category. This pattern emphasizes that descriptive writing is still a major challenge for almost all learners in the study, pointing to a widespread issue that needs to be addressed. The results strongly suggest that a more focused and targeted approach to teaching writing is necessary to help students overcome the barriers they face when writing descriptively. To tackle these difficulties, educators can benefit from implementing specialized teaching strategies. As highlighted by Pham and Truong (2021), using explicit teaching techniques to address common difficulties with grammar and vocabulary, which are often significant obstacles in descriptive writing. Moreover, Herman, et al (2020) suggests the genre-based approach (GBA) has proven to be effective in tackling students' difficulties in writing by supporting them in developing ideas, grasping the organizational features of descriptive texts, and expanding their vocabulary. It is considered a valuable instructional method for improving writing proficiency in English as a foreign language, and its wider implementation—as well as further investigation in other areas of English language education—is strongly encouraged.

## 6. Conclusion

The results of this study indicate that elementary EFL students' descriptive writing abilities are still developing, with most learners demonstrating only partial mastery across key components such as format, content, organization, and sentence construction. Although students exhibited an emerging awareness of descriptive writing conventions, their compositions often reflected limited lexical resources, structural weaknesses, and insufficient coherence. These challenges were further supported by questionnaire responses, which revealed common struggles with grammar and vocabulary, as well as emotional barriers that may have impacted performance. Despite these difficulties, many learners expressed a sense of confidence and appreciation for the instructional environment, suggesting a foundation upon which future progress can be built. Overall, the results emphasize the need for continued attention to the complexities of writing development in EFL contexts, particularly at the primary level, where foundational skills are still taking shape.

## Limitation

While this study provides valuable insights into the challenges faced by Phase C elementary school students in learning English descriptive writing, it has several limitations. First, the research was conducted with a limited number of participants, only 39 5<sup>th</sup> grade students in an elementary school, which may not fully represent the diverse population of EFL learners. Second, the study primarily relied on a test and a structured questionnaire, which might not capture all the nuances of learners' writing challenges or external factors influencing their skills. Third, the focus on descriptive writing alone excludes other writing genres that could provide a broader understanding of students' overall writing abilities. Finally, the study's use of teacher-designed assessments provided valuable insights into students' writing skills. However, as this is a descriptive study, the findings are meant to illustrate patterns and trends rather than be generalized to a wider population. These limitations highlight the need for further research with larger, more diverse samples and additional methodologies to build a more comprehensive understanding of EFL writing challenges.

## Recommendation

In light of the results from this research, it is recommended that future researchers explore a greater variety of writing genres to better understand the full scope of challenges students face in learning English. Additionally, researchers could investigate the effectiveness of specific instructional strategies, such as the use of technology or collaborative learning, in improving descriptive writing skills. For educators and policymakers, the study suggests the need to develop targeted teaching methods that address the identified difficulties, with a focus on

building students' writing structure, vocabulary, and coherence. Providing professional development for teachers to implement these strategies effectively could also play a key role in enhancing students' writing proficiency. Finally, integrating formative assessments and more individualized feedback could help monitor progress and tailor support to meet the diverse needs of learners.

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## Conflict of Interest

All authors confirm that no ethical concerns or biases exist.

## Declaration of Generative AI-assisted Technologies

This manuscript was prepared with the assistance of Generative AI ChatGPT and Grammarly. The AI was used to assist in drafting, language refinement, and content organization. All intellectual contributions, critical analyses, and final revisions were conducted by the authors. The authors take full responsibility for the accuracy, originality, and integrity of the content presented in this work.

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