Ability to Write Descriptive Texts in Elementary School Students

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Sections Info	ABSTRACT
Article history: Submitted: February 27, 2025 Final Revised: March 9, 2025 Accepted: March 10, 2025 Published: March 30, 2025 *Keywords:* Descriptive Texts; Education; Elementary School Students; Write.	**Objective:** Writing descriptive text aims to make the reader aware of what is written, stimulating the reader's feelings regarding what the writer is describing. The study aimed to determine the ability to write descriptive texts of grade V elementary school students. **Method:** The data sources used in this study are the results of writing student description texts as primary data sources and literature reviews on related topics as secondary data sources. This study uses a qualitative approach with a descriptive analysis method. The data collection technique in this study uses a documentation study with documentation, namely the results of writing description texts of class V students, which are then analyzed to obtain research results. **Results:** The results were obtained that students could write descriptive texts with sufficient categories, with an average score of 74%. Students get an average score of 66% on the punctuation writing accuracy indicator. Students get an average score of 72% with a sufficient category on the indicator of sentence structure accuracy. In the indicator of integration between sentences with a percentage of 74% with the sufficient category. Students can already use capital letters well, with an average percentage of 78%. Students could have a suitable category on the indicator of explanatory sentences according to the picture, with an average gain of 79%. **Novelty:** This study examines students' creativity level in writing descriptive texts based on images and error patterns in students' descriptive writing to know how to overcome existing problems.

INTRODUCTION

The aspect of language skills that is categorized as difficult is writing because writing is not only in the form of a product but in the form of activities to develop ideas, ideas, imaginations, and people's opinions manifested in the clash of writing media. In their journal, Mustari et al. (2020) argue that writing is the creation of letters, numbers, or other symbols using a pen or pencil. The writing ability of elementary school students needs to be considered so that students can follow the learning process in the classroom optimally and well (Hulwah & Ahmad, 2022; Pangestika et al., 2021). Writing is a creative and active activity to convey ideas so that there will be communication between the writer and the reader (Utari & Rambe, 2023; Wiratama et al., 2022). From some of the definitions of writing above, writing is channeling creativity and ideas in the form of symbols, numbers, or letters carried out by individuals in the form of writing. One type of writing skill is the skill of writing descriptive texts.

The descriptive text describes a particular impression of a person, place, atmosphere, or event that is well-written or spoken. Munaroh & Rosalina (2023) argue that a descriptive text is a text that explains the idea that the author wants to explain, which makes the listener or reader seem to see the object directly being told or talked about. The ability to write a narrative text is obtained through critical thinking about the topic to be

discussed in detail (Rahayu & Rosdiana, 2022; Wulandari & Indihadi, 2021). Then, students will try to describe the topic using words while appropriately paying attention to the sentence structure (Istiqomah & Hasbullah, 2021). In writing descriptive text, the writer must pay close attention and be precise to every detail of the object that will be the focus of the writing. The writing must be easily understood by the reader so that the readers do not feel confused and the reader knows the meaning of the author's writing. Writing descriptive text is one of the text-writing activities that students must master. Putra et al. (2022), in their journal, argued that writing text description activities is not only writing words that are structured and forming sentences, but the writing activity must obtain ideas in developing the writing into a regular framework structure. Writing a description aims to make the reader aware of what the writer is writing, providing a stimulus for the reader's feelings regarding what the author describes. Asyifa and Tania (2024) argue that the descriptive text-writing skills of students in an elementary school play a vital role in improving students' ability to speak Indonesian. With this activity of writing descriptive texts, it is a positive activity for students in practicing and developing writing skills because writing descriptive texts trains students to describe an object they see with their imagination and the way of thinking of students expressed in the form of written works (Kiki et al., 2023). Writing descriptive text is important because students can tell stories about their experiences, imagination, and feelings or thoughts and then write them in the text to be communicated to others (Sundari et al., 2022).

Based on the observations in the field, it was found that students' ability to write descriptive texts was still lacking or low. The shortage is caused by students who do not like writing activities. In addition, students still have difficulty developing the topic they want to write into a good and complete text, so students' skills in writing description texts are not optimal. Using inappropriate punctuation and misspellings of words that cause the text to be challenging to understand are shortcomings in writing descriptive text. Lutfiah et al. (2021) in his journal explained that there are still problems with students' writing skills; the difficulties they face include a student's description of text takes a long time to complete one sentence, the writer writing the letters inconsistently, and the meaning of the author's writing is still unclear when understood by the reader. Sitorus et al. (2024) raised other problems related to text writing skills. Namely, students are not able to pour their ideas into written form, students have limitations in using spelling or punctuation, and teachers cannot determine learning models and methods suitable for learning when doing writing activities. From the presentation of these problems, the author conducted this research to determine the ability to write description texts of grade V elementary school students.

Several researchers have conducted research related to the ability to write student descriptions. For example, the research of Fitri et al. (2024) examined students' ability to write descriptions based on the structure and rules of the language using images. Another is the research of Ni'mah et al. (2024), which examines syntactic errors in phrases, clauses, and sentences in student descriptions. Furthermore, the research Sitorus et al. (2024) conducted an analysis related to students' difficulties in writing descriptions. The results showed that students had difficulties writing descriptive essays; it was difficult for them to find a title that fit the topic, and students had difficulty writing paragraphs that were cohesive and coherent. Based on some of these studies, this study focuses more on analyzing students' writing results based on the categories of accuracy of punctuation use, accuracy of capital letters, accuracy of sentence structure, integration between sentences, explanatory sentences according to images, and analyzing students'

thinking processes in writing to understand how they plan, organize, and execute ideas in writing by making a reflection journal.

From the presentation of these problems, the author conducted this research with the aim of (1) finding out the accuracy of the use of punctuation marks in the student's description writing, (2) finding out the accuracy of the use of capital letters in the student's description writing, (3) to find out the accuracy of the sentence structure in the student's description writing, (4) to find out the integration between sentences in the student's description writing, (5) to find out the suitability of explanatory sentences with images in the student's description writing.

RESEARCH METHOD
Research Design
This study uses a qualitative approach with a descriptive analysis method. (Miles et al., 2014) said that qualitative research focuses on elaborating on social phenomena or observed symptoms. In this study, the phenomenon being studied is the skill of writing description texts of elementary school students. The descriptive analysis method analyzes and interprets the meaning of the data obtained.
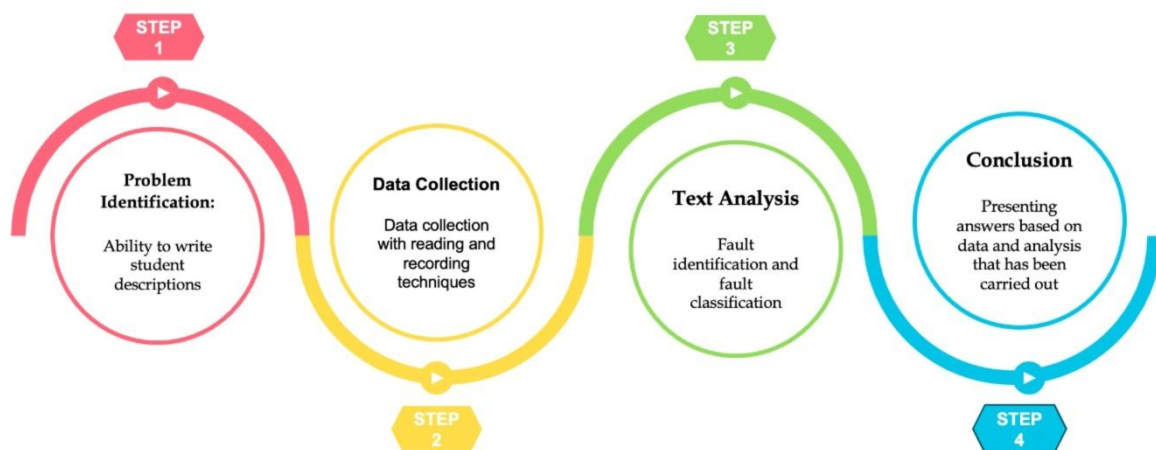

Figure 1. Research flow.

Research Subject
The research was carried out at Dimong State Elementary School 3. The study subjects were 18 Dimong 3 State Elementary School class V students. There are nine female students and nine male students. The selection of this school is based on the background of diverse writing abilities to see the variety of writing results. From the preliminary study results, the writing ability of grade 5 students of Dimong 3 State Elementary School has diverse abilities.

Data Source
Data sources are materials used as data related to research topics. Data sources that provide information directly to researchers are called primary data sources, while data sources that provide information indirectly are called secondary data sources. Information was obtained directly from interviews and observations. In contrast, information obtained by researchers indirectly, such as documents or data from

references or subjects, is not directly related to the research. The data sources used in this study are the results of writing student description texts as primary data sources and literature reviews on related topics as secondary data sources.

Data Collection Techniques

The collection technique is divided into three categories: observation, interview, and documentation. The data collection technique in this study uses a documentation study. Documentation is data collection in notes, journals, articles, photos, images, videos, and other hard and soft files. The documentation in this study results from writing a description text for students of introductory class V, which is then analyzed to obtain the research results.

Research Instruments

Research instruments are tools researchers use to collect research data to produce empirical data. The research instrument is a measuring tool to collect data based on the research objectives to obtain results used to test hypotheses (Rahman et al., 2023). So, research instruments are tools designed by researchers to collect research data. The instrument used in this study is an assessment indicator for writing descriptive texts. Indicators of writing descriptive text in linguistic aspects include writing capital letters, the use of punctuation, the use of appropriate nouns, the accuracy of sentence structure, neatness, and the aspect of the content of the writing, including the suitability of the content with the title, sentences containing detailed explanations, integration between sentences (Wulandari S & Indihadi, 2021). Lutfiah et al. (2021) indicators for writing descriptive texts include text according to the title, proper spelling and punctuation, integration between paragraphs, and appropriate diction. Experts or experts validate these instruments to assess their feasibility. These indicators Table 1.

Table 1. Descriptive text scoring indicator.

No.	Aspects	Indicator
1	Linguistics	Correctness of punctuation
		Correctness of capital letters
		Accuracy of sentence structure
		Integration between sentences
2	Contents of the article	Explanatory sentences according to the picture

The author groups the assessment criteria in Table 2 to categorize the results of writing descriptive texts.

Table 2. Scoring criteria.

Student grades	Category
>88%	Very good
77%-87%	Good
66%-76%	Enough
55%-65%	Less
<55%	Very Less

Data Analysis Techniques

Explained the qualitative data processing techniques as follows: (a) data reduction, data reduction is a process in research to select, simplify, summarize, and focus rough research data to obtain more apparent research results; (b) data presentation, data presentation is

a stage of displaying data reduction results in the form of text, tables, images, diagrams, and others as the basis for concluding. (c) In conclusion, from the data that has been reduced and presented in a more transparent and easier-to-understand form, the main point of the data presentation is drawn. The conclusion aims to explain the results or truth of the research conducted. This study was carried out by reading the text carefully. Pay attention to whether the text is written according to the correct structure of the description text and by the assessment rubric. After that, the wrong writing is marked. Then, group errors according to their type and analyze the pattern of errors, such as errors that often appear in certain parts. After that, find out if the influence of the regional language or daily speaking habits causes the mistakes that arise.

RESULTS AND DISCUSSION
Results
The results of the analysis of student's ability to write descriptive texts here have five assessment indicators, namely the accuracy of the use of punctuation, the accuracy of the use of capital letters, the accuracy of sentence structure, the integration between sentences, and the explanatory sentences according to the images. The results of the student's writing are read carefully by paying attention to the text and the structure of the description text. After that, the incorrect writing and a note about the visible error are marked. The errors found are grouped based on the aspect of the error, then the error pattern is analyzed. Figure 2 shows an example of student writing.

(My classroom is medium-sized. Inside there are many neatly arranged tables and chairs. The walls are painted white. The walls are decorated with posters of numbers and pictures of heroes. In the section with classes there is a large whiteboard. Next to it is a cabinet where textbooks are stored. The window of my classroom is wide enough that sunlight can enter easily. In addition, there is a fan attached to the wall to keep the room cool)
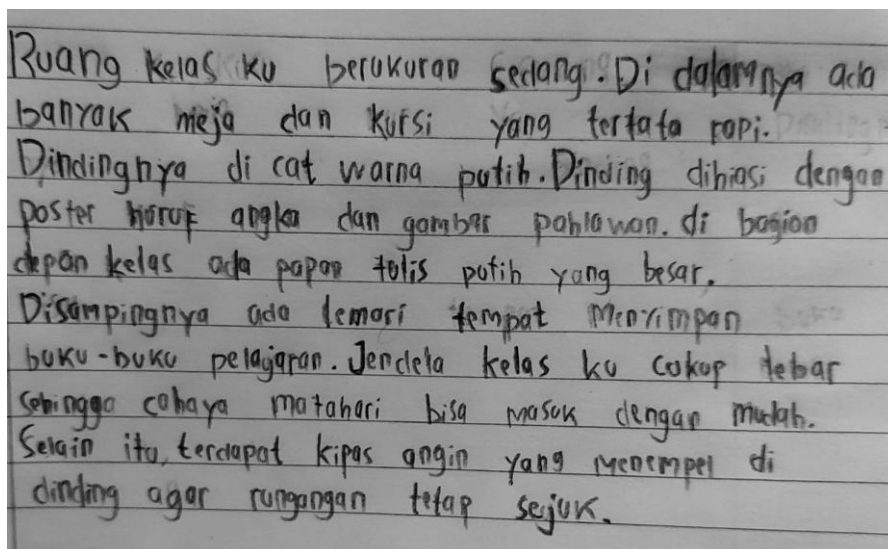

Figure 2. Student writing results.

The Ability to Write Students' Descriptive Text on Punctuation Indicators
Students' ability to write descriptive text is closely related to writing punctuation because punctuation is important in the text's clarity, readability, and meaning. In descriptive

text, punctuation helps to structure clear sentences and avoid ambiguity. Table 3 shows the results of student writing on the punctuation writing indicator.

Table 3. Results of student assessment on punctuation writing indicators

No	Name	Student Grades	Category
1	Student 1	75	Enough
2	Student 2	90	Very Good
3	Student 3	80	Good
4	Student 4	100	Very Good
5	Student 5	10	Very Less
6	Student 6	80	Good
7	Student 7	25	Very Less
8	Student 8	85	Good
9	Student 9	80	Good
10	Student 10	80	Good
11	Student 11	40	Very Less
12	Student 12	80	Good
13	Student 13	50	Very Less
14	Student 14	50	Very Less
15	Student 15	90	Very Good
16	Student 16	30	Very Less
17	Student 17	60	Less
18	Student 18	85	Good
Total		**1,190**	
Average		**66**	**Enough**

Punctuation marks are a symbol to clarify the meaning of a sentence so that there is no misunderstanding in its interpretation (Qadaria et al., 2023). Based on the analysis results, students' average ability to use punctuation marks was good, with an average score of 66%. Three students received a perfect entry score. Six students received a good grade in the good category, where punctuation marks that should have used period punctuation still used comma punctuation. However, using comma punctuation to mention the objects that exist can be drawn is correct. There is only one student who gets a score in the category, while seven students get lower scores, where the student in writing the description text does not use punctuation marks or commas. Judging from the students' writing results in the example above, it can be seen that there were errors in writing punctuation. The text says, " *Jendela kelas ku cukup lebar sehingga cahaya matahari bisa masuk dengan mudah"* (My classroom window is wide enough for sunlight to enter easily). The punctuation marks in this sentence are still wrong because it does not use a comma before the word "*sehingga*" (so).. A comma is needed before "*sehingga*" (so) to clarify the relationship between clauses. Apart from that, in the sentence " *Dinding dihiasi dengan poster huruf angka dan gambar pahlawan,"* (The walls are decorated with posters of letters, numbers, and pictures of heroes) an error was also found, namely, there was no comma (,) between the words "*huruf,*" (letters) "*nomor,*" (numbers) and "*gambar* pahlawan." (pictures of heroes).

Ability to Write Students' Description Text on The Capital Writing Indicator

Students' ability to write descriptive texts is closely related to writing capital letters because correctly using capital letters helps improve clarity, readability, and accuracy in conveying information. Table 4 explains the results of student assessments on capital writing indicators.

Table 4. Results of student assessment on capital writing indicators.

No	Name	Student Grades	Category
1	Student 1	85	Good
2	Student 2	100	Very Good
3	Student 3	85	Good
4	Student 4	100	Very Good
5	Student 5	75	Enough
6	Student 6	70	Enough
7	Student 7	80	Good
8	Student 8	90	Very Good
9	Student 9	75	Enough
10	Student 10	80	Good
11	Student 11	70	Enough
12	Student 12	85	Good
13	Student 13	80	Good
14	Student 14	60	Less
15	Student 15	80	Good
16	Student 16	60	Less
17	Student 17	50	Very Less
18	Student 18	80	Good
Total		**1,405**	
Average		**78**	**Good**

Capital letters have a larger size and unique shape than ordinary letters, where capital letters are written based on their use. The capital letters analyzed in this study use capital letters at the beginning of the good. A total of 3 students received scores in the outstanding category. The writing results that received a very good category score were only one error in writing capital letters, where the respondents wrote one capital letter in the middle of the sentence, and all were correct. Eight students received grades with good categories—the mistake in writing lies in not using capital letters at the beginning of sentences. Three students get grades with good categories. The results of his writing show two mistakes in writing capital letters because the use of the banca sign is incorrect. Two students received grades in the lower category. Some of his writings still show errors when writing capital letters. The analysis showed that the student could write capital letters (Mulyati, 2022). Judging from the students' writing results in the example above, there is an error in capital letters. The mistake is seen in the fourth sentence: "*di bagian depan kelas ada papan tulis putih yang besar*."(at the front of the classroom, there is a large white whiteboard). There is also an error in writing letters at the beginning of the sentence. The word "*di*" (at) should be written with a capital letter because it is at the beginning of the sentence.

Student's Ability to Write Descriptive Texts on Indicators of Accuracy Of Sentence Structure

Students' ability to write descriptive texts is closely related to the accuracy of sentence structure because a good structure will make the description more transparent, logical, and easier to understand. Proper sentence structure ensures the reader understands the object being described well. Unstructured sentences can confuse and obscure the meaning of the description. Table 5 is the result of student assessments on the accuracy indicators of sentence structure.

Table 5. The results of the students' assessment were the indicator of the accuracy of sentence structure.

No	Name	Student Grades	Category
1	Student 1	70	Enough
2	Student 2	80	Good
3	Student 3	85	Good
4	Student 4	90	Very Good
5	Student 5	50	Very less
6	Student 6	55	less
7	Student 7	75	Enough
8	Student 8	85	Good
9	Student 9	60	Less
10	Student 10	90	Very Good
11	Student 11	55	Less
12	Student 12	80	Good
13	Student 13	75	Enough
14	Student 14	60	Less
15	Student 15	90	Very Good
16	Student 16	50	Very Less
17	Student 17	70	Enough
18	Student 18	75	Enough
Total		**1,295**	
Average		**72**	Enough

A sentence must have the correct sentence structure to convey an idea or idea. Based on the results of observations, almost all students are good at writing sentences. The sentences that students write have fulfilled the subject's and predicate elements. Although students only write one sentence in one paragraph, one has fulfilled the subject's and predicate elements. From the results of writing, four students received very good category scores. Three students get grades in good categories. 5 students get scores in the sufficient category. Students who received the poor category were six students. Judging from the results of the student's writing in the example above, it can be seen that there is an error in writing the accuracy of the sentence structure. The error is found in the first sentence, namely, "*Ruang kelas ku berukuran sedang*."(My classroom is medium-sized). In the sentence, a writing error is "*kelas ku*," (my class) which should be merged into "*kelasku*" my class).

The Ability to Write Students' Descriptive Texts on Indicators of Cohesion Between Sentences

A discourse must have a solid relationship between sentences so that the reader can understand the entire content. Sopiyahwati and Bachruddin (2021) also explained that sentence integration is good if the sentences can build a complete and unambiguous meaning. Table 6 shows the results of student assessments on the indicator of sentence integration.

Table 6. The results of student assessment on the indicator of integration between sentences.

No	Name	Student Grades	Category
1	Student 1	65	Less
2	Student 2	80	Good
3	Student 3	90	Very Good
4	Student 4	95	Very Good
5	Student 5	60	Less
6	Student 6	65	Less
7	Student 7	80	Good
8	Student 8	90	Very Good
9	Student 9	70	Enough
10	Student 10	90	Very Good
11	Student 11	45	Very Less
12	Student 12	80	Good
13	Student 13	70	Enough
14	Student 14	80	Good
15	Student 15	85	Good
16	Student 16	50	Very Less
17	Student 17	70	Enough
18	Student 18	75	Enough
	Total	**1,340**	
	Average	**74**	Enough

Based on the observation results, an average of 74% was obtained with the adequate category. Students can make sentences with each other. The sentences made are unambiguous. Five students received the poor category. The students who got the category were as many as four, with incoherent sentences in the three sentences he made. From some of the sentences above, it can be seen that the last sentence is not coherent, whereas the previous sentence is the closing sentence of the paragraph. However, the student connected again with another descriptive sentence. However, students can make solid sentences to convey the meaning well. Four students got good category scores, while five got very good ones. The sentences written by the students are pretty cohesive. This can be seen in the image above; every sentence shows unity. This shows that students are quite capable of combining sentences.

Ability to Write Students' Descriptive Text in Explanatory Sentences According to Pictures

Students' ability to write descriptive text in explanatory sentences based on pictures reflects the extent to which they can observe, understand, and express information clearly and coherently. Table 7 shows the results of student assessments on the explanatory sentence indicator.

Table 7. According to the picture, the student assessment results on the explanatory sentence indicator.

No	Name	Student Grades	Category
1	Student 1	80	Good
2	Student 2	75	Enough
3	Student 3	90	Very Good
4	Student 4	90	Very Good
5	Student 5	70	Enough
6	Student 6	70	Enough
7	Student 7	85	Good
8	Student 8	95	Very Good
9	Student 9	75	Enough
10	Student 10	90	Very Good
11	Student 11	70	Enough
12	Student 12	90	Very Good
13	Student 13	70	Enough
14	Student 14	80	Good
15	Student 15	80	Good
16	Student 16	70	Enough
17	Student 17	75	Enough
18	Student 18	80	Good
Total		**1,435**	
Average		**79**	**Good**

Writing a description text is writing an idea based on the observation results. Nursaadah and Rodiyana (2023) said that a descriptive text is appropriate or suitable if the author's ideas can describe a situation's condition clearly and realistically. So, the compatibility between the ideas written and the actual conditions is essential in writing descriptive texts. Based on the observation results, the average student score is in a good category, scoring 79. It can be interpreted that the ideas students write are based on the images observed. Five students got a grade in the very good category. 5 students received good category scores. Eight students got a score in the fair category, and no one got a low score. The overall average assessment results of students' writing ability to write descriptive texts are in Table 8.

Table 8. Results of assessments on all indicators of ability to write descriptive texts.

Indicator	Average assessment results	Category
Correctness of punctuation	66	Enough
Correctness of capital letters	78	Good
Accuracy of sentence structure	72	Enough
Integration between sentences	74	Enough
Integration between sentences	79	Good
Average	**74**	Enough

Overall, the ability of grade V students of the state elementary school of Dimong 3 to write descriptive texts on the five indicators above is categorized as sufficient, with an average percentage of 74%. The indicator that received the highest percentage was the suitability of sentences or ideas with the dead object, with a percentage of 79%. Students can pour their observations into writing. However, students who are less able to do well

in punctuation accuracy get the category of enough with a percentage of 66%. In the indicators of accuracy of sentence structure and integration between sentences, the percentage was obtained both with a percentage of 72% and 74%, respectively. Students can make sentences with the proper structure, namely, there are objects and predicates. Students are also able to make sentences that are cohesive with each other. So that the meaning of the writing they write can be conveyed clearly.

Discussion
Writing descriptive texts in learning is important because it helps students understand, remember, and communicate information better. The descriptive text allows students to clearly understand an object, phenomenon, or abstract concept with a detailed description (Widhiyanto et al., 2024). By writing descriptions, students learn to observe, analyze, and structure information systematically, contributing to developing critical thinking skills. Sutarna and Lutfi (2021) write that a description is writing that describes an object or condition in detail or detail so that readers or listeners can imagine the object without experiencing it directly. So, the description text must explain the object being observed (Rikmasari & Kurniati, 2022).

Students must be able to write descriptions well. Student must continuously be directed in their writing skills through the assignment of writing tasks. The writing process for students begins with the assignment tasks. By frequently being given writing assignments, students will be trained to write (Fladung et al., 2023). Overall, the ability of grade V students of the state elementary school of Dimong 3 to write descriptive texts has been categorized as sufficient, with an average percentage of 74%. Of the five indicators, three get a sufficient average score, namely, the indicator of the accuracy of the use of punctuation, the indicator of the accuracy of sentence structure, and the indicator of integration between sentences. According to the figure, two indicators get an average score: the accuracy of capital letters and explanatory sentences. In capital letters, some students still get poor grades even though the average is good. The student's mistake in writing capital letters lies at the beginning of the sentence. It is in line with Rulviana's (2020) research, a mistake that students often make, namely writing the first letter in a word at the beginning of a sentence that appears at the beginning of a sentence, both at the beginning of the sentence and at the beginning of the sentence. The factors that cause these errors are habits and lack of correct capital writing skills (Muawanah et al., 2022; Permatasari et al., 2022).

The indicator that received the highest percentage was the suitability of sentences or ideas with the observed object, with a percentage of 79%. Students can pour their observations into writing. Students are already able to describe the object being observed. Students can mention the characteristics of objects in detail. Students can recognize the objects described. Students can also explain the parts of the object in detail. It shows that students have a good understanding of the descriptive text. High creativity will also create better ideas, which means the higher a person's creativity is, the better the results are in writing the description essay. With the ability to think creatively, a person can give birth to thoughts and imagination in a descriptive essay (Sidabutar, 2021).

However, students who are less able to do well in punctuation accuracy get the category of enough with a percentage of 66%. Students get the lowest average score in this category among the other four indicators. Students lack understanding of when and how to use periods (.), commas (,), exclamation marks (!), question marks (?), and quotation marks (" "). In addition, it is also because students are used to writing without

paying attention to punctuation. Often, students focus more on the content of the writing without checking whether the punctuation is correct. This is in line with the opinion of Inggriyani and Pebrianti (2021) that determining the vocabulary to be written in Sentence Composition and the use of punctuation even though using the correct punctuation marks for writing is very important. Using punctuation in writing, whether in scientific or non-scientific form, has a vital role (Aryani & Wardana, 2023). Punctuation affects the meaning contained in a sentence. Written or written texts will lose their meaning and can contain double meanings if not followed by the proper use of punctuation marks (Jadidah et al., 2024). It must also be overcome. Difficulties in punctuation can be overcome with a better understanding of the rules, structured exercises, and a fun approach. In addition, it can also be done using learning media (Umam & Firdausa, 2022). If students continue to practice with the proper guidance, it will be easier to understand and correctly apply punctuation in the description text.

Based on the results of the above analysis, it can be concluded that students can make a description text of an image with sufficient categories—students' difficulties in writing descriptive text on indicators of the accuracy of punctuation use. Students who do not use punctuation, especially, do not use capital letters in writing. Previous research conducted by Wulandari and Indihadi (2021) where the results of the research stated that students were able to write descriptive texts well. Of the 18 students analyzed, all students received a suitable category on indicators of the use of nouns according to ideas, completeness of writing (diction), neatness, accuracy of structure, integration between sentences, sentences containing detailed explanations, and integration between paragraphs. However, six students got sufficient categories for capitalization and punctuation of indicators. The research received an average with a good category because of the eight students observed; only six got the fair category. Meanwhile, in this study, four students received a category that lacked the indicators of punctuation and capital letters. Errors in writing can reduce the quality of the description text. It is also in line with the opinion of Alawia (2019) regarding the obstacle factors in writing activities, namely internal factors are obstacles or challenges that come from within oneself, for example, not having the habit of reading books, not having good language skills, not having an interest in writing, not having confidence in writing, not having the mood of writing. External factors are obstacles or challenges from outside the student, for example, difficulty finding writing materials (references), difficulty finding writing topics, and difficulty understanding techniques for writing scientific papers (Nurhayati et al., 2023).

Writing emphasizes that understanding the structure and characteristics of descriptive text types plays an important role in students' success in writing. Factors such as vocabulary comprehension, the use of punctuation, the accuracy of the structure of the climate, and the organization of paragraphs also affect the quality of descriptive writing. Through the analysis of students' writing, this study found that most students experienced difficulties in (1) using proper punctuation in writing, (2) making sentences according to the sentence structure, and (3) structuring sentences cohesively in the description text or cohesion in writing sentences. This study revealed that the difficulty of writing descriptive text is not only caused by limitations in the use of vocabulary but also due to a lack of understanding of text structure. This is justified by the theory of Safitri et al. (2022) which states that the accuracy of sentence arrangement is one of the causes of students' difficulties in writing. In addition, the results of Ni'mah et al. (2024)

research found that the lack of understanding of the correct sentence structure is the cause of poor student description writing results.

The student's difficulties are caused by, among others: (1) students do not understand the functions and rules for using punctuation, such as periods, commas, hyphens, and exclamation marks; (2) students often use ineffective sentence structures; (3) students have difficulty using proper conjunction or conjunction to associate one sentence with another; (4) Students are rarely given systematic practice of writing descriptive texts. The solution to overcome this is (1) Providing explicit learning about punctuation and sentence structure and (2) increasing the practice of writing description texts with the guidance of teachers. (3) increase the practice of writing descriptive texts with the guidance of the teacher, (4) practice writing by focusing on correct grammar and asking for feedback, and (5) Practice writing and sensitizing his writing (Goshu & Gebremariam, 2024). These findings can be the basis for developing learning strategies that focus more on improving the proper use of punctuation, appropriate sentence structure, practice in composing cohesive paragraphs, and a deeper understanding of descriptive texts.

CONCLUSION

Fundamental Finding: Based on the presentation results, the essential findings are as follows: First, the ability to write description texts for grade V students of Dimong 03 State Elementary School was obtained due to students' ability to write descriptions with sufficient categories. Students received an average score of sufficient on indicators of punctuation accuracy, accuracy of sentence structure, and integration between sentences with an average percentage of 66%, 72%, and 74%. Students can already use capital letters well, with an average percentage of 78%. Students could have a good category on the indicator of explanatory sentences according to the picture, with an average gain of 79%. Second, students still experience many errors in the accuracy indicators of punctuation writing. This error in writing punctuation often occurs when the use of commas is wrong (,). From these results, grade V students of Dimong 03 State Elementary School are quite capable of writing descriptive texts based on pictures, but more training is needed in punctuation. **Implication:** Teachers can better understand typical patterns of student errors and provide more specific feedback for their improvement. Encourage teachers to develop innovative learning techniques to improve students' writing skills, such as visual media or gradual writing techniques. **Limitation**: This research is limited to analyzing the ability to write descriptions of grade V students. **Future Research**: It is hoped that the next researcher will focus more on testing how visual media (pictures, videos, or concrete objects) can improve students' writing skills, and research students with higher reading habits tend to be better at writing descriptive texts.

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