

ANALISIS KESULITAN SISWA DALAM MENULIS TEKS DESKRIPTIF

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING DESCRIPTIVE TEXT

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ABSTRAK

Penelitian analisis deskriptif ini bertujuan untuk mengetahui kemampuan menulis karangan deskriptif pada siswa kelas IV SD di wilayah Matraman, Jakarta. Metode analisis data dalam penelitian ini menggunakan analisis deskriptif kualitatif. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah dokumentasi dan wawancara. Nilai rata-rata kemampuan menulis karangan deskriptif adalah 54,6 dengan kualifikasi kurang. Persentase kesesuaian judul dengan tema karangan sebesar 66% atau sama dengan 20 orang siswa termasuk kategori sangat baik/baik, persentase kerapian tulisan dan ketepatan diksi sebesar 73,3% atau sama dengan 22 orang yang masih kurang rapi dalam penulisan dan pilihan kata/diksi, persentase struktur penulisan karangan sebesar 56 7% atau sama dengan 17 orang termasuk kategori sangat baik/baik, persentase kesesuaian ide dengan karangan sebesar 63,3% atau sama dengan 19 orang yang masih kurang dalam kesesuaian ide dengan karangan, dan persentase penggunaan ejaan bahasa Indonesia secara umum sebesar 87% atau sama dengan 26 orang termasuk kategori kurang dalam penulisan huruf kapital dan penggunaan tanda baca yang sesuai dengan pedoman ejaan bahasa Indonesia yang disempurnakan. Kendala yang dihadapi siswa adalah mereka sulit menuangkan ide atau gagasannya ke dalam bentuk kata/kalimat, hal ini disebabkan karena hal ini disebabkan karena kurangnya kemampuan verbal dan keterampilan menulis yang memadai. Faktor lain yang dapat menyebabkan kesulitan dalam menuangkan ide atau gagasan ke dalam bentuk kata atau kalimat adalah kurangnya pemahaman tentang topik yang dibahas, kebingungan dalam mengorganisasi pikiran kedalam tulisan. Faktor-faktor yang mempengaruhi kesulitan belajar menulis teks deskripsi adalah intelegensi, minat belajar, sikap dan perilaku terhadap pelajaran, motivasi, standar pembelajaran, faktor dari pendidik yang menggunakan media, metode, dan pendekatan pembelajaran yang kurang tepat.

Keywords: Kesulitan Menulis, Teks Deskripsi,

ABSTRACT

This descriptive analysis research aims to determine the ability to write descriptive essays for fourth grade elementary school students in the Matraman area, Jakarta. The data analysis method in this study uses qualitative descriptive analysis. The data collection techniques used in this study were documentation and interviews. The average score of descriptive essay writing ability is 54.6 with less qualification. The percentage of the suitability of the title with the theme of the essay is 66% or equal to 20 students in the very good / good category, the percentage of neatness of writing and accuracy of diction is 73.3% or equal to 22 people who are still less neat in writing and word choice / diction, the percentage of essay writing structure is 56.7% or equal to 17 people in the very good / good category, The percentage of the suitability of ideas with the essay is 63.3% or equal to 19 people who are still lacking in the suitability of ideas with the essay, and the percentage of the use of Indonesian spelling in general is 87% or equal to 26 people including the category lacking in the writing of capital letters and the use of punctuation in accordance with the guidelines for refined Indonesian spelling. The obstacle faced by students is that they find it difficult to put their ideas or ideas into the form of words/sentences, this is due to the lack of verbal ability and adequate writing skills. Other factors that can cause difficulties in pouring ideas or ideas into the form of words or sentences are lack of understanding of the topic discussed, confusion in organizing thoughts into writing. Factors that influence learning difficulties in writing descriptive texts are intelligence, interest in learning, attitudes and behaviors towards lessons, motivation, learning standards, factors from educators who use inappropriate media, methods, and learning approaches.

Keywords: *Writing Difficulties, Descriptive Text,*

INTRODUCTION

Language is very important in life. Language is used as a means to communicate and interact (Zarrinabadi & Ebrahimi, 2019). Even language also plays a role in the process of constructing knowledge and understanding. Language is also used as a link and tool for cultural exchange between regions, even between nations (Hanung, 2019). Therefore, language is very important to learn.

Writing learning in elementary schools is one of the language skills that must be mastered well by students (Windarto, 2020). Dalman explained that writing is a creative process in pouring ideas in the form of written language with the aim of informing, convincing, and entertaining others (Khulsum et al., 2018). As for those who explain that writing activities are not just presenting thoughts or feelings, but activities pouring ideas of knowledge, knowledge and ideas in written language (Purnama Sari & Mukhlisina, 2023). Therefore, to produce good writing, of course, it must be done many times by practicing. Thus, writing requires skills in

expressing ideas or ideas clearly and being able to use effective and easy-to-understand sentences and use good writing rules so that they can be understood by readers.

Skills in writing are the most difficult abilities compared to other skills (Sukirman, 2020). This is because writing skills require knowledge of vocabulary, knowledge, and experience in order to be able to convey the writer's ideas to the reader systematically (Santika Dewi et al., 2020). Therefore, writing skills are very necessary to be instilled early on to students in elementary school to train students to think critically, logically, and be able to express ideas or ideas in the form of writing.

Descriptive text contains a description of an object or a situation as clearly as possible by involving sensory impressions (Amalia Fajriah & Fadhillah, 2020). Descriptive text aims to give the reader an impression of objects, ideas, places, events, and the like that the writer wants to convey (Zuhriyah et al., 2023). Through this message, the reader seems to be somewhere and can see, hear, touch, smell, or feel what is written in the paragraph. In writing description texts, it is important for writers to pay attention to using relevant details and building a strong atmosphere. This can be done by choosing appropriate words, describing the characteristics of the object or situation with rich details, and paying attention to sentence order and structure to create a smooth and interesting flow (Mailani et al., 2022). In addition, paying attention to choosing an appropriate language style can also help create the desired impression on the reader (Fidiyanti et al., 2020). Thus, descriptive text can be an effective tool in conveying messages and creating an immersive experience for readers.

Descriptive text is a way of describing an object or situation in detail and bringing it to life by involving sensory impressions (Rahmawati et al., 2022). The main goal is to give a strong impression to the reader so that they seem to be in the place described by the author. In addition, the selection of an appropriate language style is also important to create the desired impression (Mailani et al., 2022). Thus, descriptive text can be an effective tool in conveying messages and creating a deep experience for readers.

Keraf explains that descriptive text has the following characteristics, (1) contains details so that the object is imagined before the eyes, (2) can cause impressions and imagination in the reader, (3) contains explanations that interest others, (4) conveys the nature and details of the



form that can be found in the object, and (5) uses lively, strong, and vibrant language (Retri Yudita et al., 2022). Therefore, to be easily understood in writing a description essay, it is necessary to have certain criteria, including the suitability of the title, the neatness of writing and the accuracy of diction, the structure of the essay writing, and the suitability of the essay ideas.

Based on this theory, the things that must be considered by students in writing description essays are the suitability of the title with an interesting theme, the neatness of writing and appropriate diction, the structure of writing description texts, the suitability of ideas that can describe description texts with themes. Descriptive text can be arranged systematically, there is compliance with the completeness of punctuation, the use of appropriate spelling and the use of capital letters so that there are no more problems in writing it (Mawardani et al., 2020).

The emergence of problems faced by students in writing description essays is due to factors that inhibit the ability to write description essays. Some problems and difficulties in writing description essays, namely finding ideas for writing materials, and determining the vocabulary to be written in composing sentences (Aswat et al., 2019). The main factor faced by students towards learning to write descriptions is that the learning is still conventional (Pidrawan et al., 2022). This is a challenge for teachers in fostering students to improve their writing skills.

The problems above are in line with the results of observations and interviews with the fourth grade teacher of SD Negeri Utan Kayu, researchers found that there are still some students whose writing skills are still low below the KKM, namely with an average result of 54.6. Learners are not yet fully capable in writing. This is because students are unable to express their ideas in writing. limitations in using spelling or punctuation, and teacher innovation in using learning resources in learning that are suitable for writing skills. These problems can be seen from the low ability of students in writing which still takes quite a long time. teachers still use conventional learning and have not used varied learning models.

Based on these problems, the researcher is interested in conducting research with the title "Analysis of the Writing Skills of Descriptive Texts of Grade IV Students of SD Negeri Utan Kayu, Matraman District".

MATERIALS AND METHODS

The type of research conducted using descriptive qualitative through the analysis method. Bog and Taylor suggest that qualitative research is a research procedure that produces descriptive data in the form of written words and behavior that can be observed by researchers (Agusta, 2013)

The subjects in this study were homeroom teachers and grade IV students of SD Negeri Utan Kayu with a total of 30 students, consisting of 19 female students and 11 male students. While the object in this qualitative research consists of documentation of students' work, namely writing descriptive texts to analyze difficulties in writing descriptive texts. In this study the authors obtained data from students in the form of a descriptive text writing test. The steps that will be taken are as follows (Ingriyani, 2017):

- 1) Conduct interviews with teachers to find out information about writing description texts for students.
- 2) Obtaining documentation as evidence of the results of the descriptive text writing test that has been done by students individually.

Furthermore, conducting data analysis by collecting data, and reviewing all data starting with various sources, namely from interviews and documentation results to facilitate understanding of the data that has been collected so that the reduced data provides a more detailed picture and at the final stage in the research process is able to provide meaning to the data that has been analyzed Sidiq et.al, 2019).

RESULTS AND DISCUSSION

The ability to write descriptive text obtained by fourth grade students of SDN Utan Kayu through test analysis with the highest score of 85 and the lowest score of 40. The average score of the ability to write descriptive essays of students classically obtained 54.6 is in the qualification of less based on the four-scale Benchmark Assessment (PAP) on the skill of writing descriptive text.

The scores obtained by students based on aspects of students' description text writing

skills are as follows: 1) Title Suitability. There are 11 students who can be categorized as very good in writing description texts in the aspect of suitability in determining the title, 9 people are categorized as good, 6 people are categorized as sufficient and 4 students are categorized as lacking in the aspect of suitability in determining the title. 2) Neatness of writing and accuracy of diction. There are 1 learner categorized as very good in writing descriptive texts in the aspects of neatness of writing and accuracy of diction, 7 people categorized as good, 7 people categorized as sufficient and 15 learners categorized as lacking in the aspects of neatness of writing and accuracy of diction in writing descriptive texts. 3) Structure of description text writing. There are 5 learners categorized as very good in writing descriptive texts on the aspects of the structure of writing descriptive texts, and there are 8 people categorized as good, 5 people categorized as sufficient and only 12 learners categorized as lacking in the aspects of the structure of writing descriptive texts of students. 4) Conformity of ideas with the description text. There are 2 learners categorized as very good in writing descriptive text in the aspect of suitability of ideas with descriptive text, 9 people are categorized as good, 8 people are categorized as sufficient and only 11 learners are categorized as lacking in the aspect of suitability of ideas with descriptive text. 5) General guidelines for Indonesian spelling. There are 1 learner categorized as very good in writing descriptive text in the aspect of general guidelines for Indonesian spelling, 3 people are categorized as good, 7 people are categorized as sufficient and 19 learners are categorized as lacking in the aspect of general guidelines for Indonesian spelling.

Based on the results of the study, it shows that in general the ability to write descriptive text is still classified as a deficient category. With the average value of the ability to write descriptive text classically obtained 54.6 is in the qualification of less, and obtained the highest score of 85 and the lowest score of 40. This shows that students are less able to create ideas and ideas that will be poured in the form of writing that is descriptive. Therefore, writing descriptive texts must be in accordance with the specified criteria in order to produce good descriptive essays.

From the results of the documentation that has been done, overall students have obstacles in writing description texts. Based on the results of the analysis, students are still not ready to

write a description text, determine ideas based on the theme to be described and students are still confused and need to be given examples first to open students' thinking. Learners do not write in rough form the ideas they have first. Therefore, learners sometimes forget the ideas they have to be poured into the form of words/sentences. The ideas arranged by learners are still classified as less organized because the ideas arranged into words/sentences are still not related between one word/sentence and the next word/sentence. Most learners were not motivated to revise or add new ideas to their work. In other words, learners are limited in words.

Based on the results of interviews conducted with the fourth grade teacher of SDN Utan Kayu, in general, in every teaching process there must be some obstacles experienced by the teacher. Especially in teaching writing description text, there are several obstacles experienced by teachers. Despite finding obstacles in teaching, teachers try to find and think of ways to overcome the obstacles they experience. This is a challenge for teachers to continue practicing and improving the quality of teaching in order to be able to overcome these obstacles. In writing description texts, teachers admit that there are obstacles that students usually face. They find it difficult to put their ideas into words and organize them into sentences. Thus, teachers are required to be able to overcome the low interest in writing descriptive text by providing innovation both in the aspect of learning resources and learning media. This aims to make students able to compose words and develop sentences in learning to write descriptive texts.

CONCLUSIONS

Based on the results of the research, data analysis, and discussion that has been stated, it can be concluded that, the ability to write descriptive essays of fourth grade students of Matraman area elementary schools as a whole still needs to be improved. The average ability to write descriptive essays is 54.6 with poor qualifications. The percentage of each aspect is as follows. (a) The percentage of the suitability of the title with the theme of the essay is 66% or equal to 20 students including very good / good category, while the remaining 34% or equal to 10 students are still unable to determine the title according to the theme of the essay, (b) the percentage of neatness of writing and accuracy of diction is 26.7% or equal to 8 people

including very good / good categories, while the remaining 73.3% or equal to 22 people who are still less neat in their writing and choice of words / diction, (c) the percentage of essay writing structure is 56.7% or equal to 17 people including very good / good categories, while the remaining 43, 3% or equal to 13 people who are still lacking in the structure of essay writing, (d) the percentage of the suitability of ideas with the essay is 36.7% or equal to 11 people in the very good / good category, while the remaining 63.3% or equal to 19 people are still lacking in the suitability of ideas with essay writing, (e) the percentage of the use of general Indonesian spelling is 13% or equal to 4 people who are in the very good / good category, while the remaining 87% or equal to 26 people are in the category of lacking in capital letters and the use of punctuation in accordance with the general guidelines for Indonesian spelling.

There are obstacles faced by grade IV students in writing descriptive essays, namely a) students find it difficult to pour their ideas into words/sentences, (b) students' thinking is less developed, so they find it difficult to string words into sentences, (c) students quickly forget the ideas that are still stored in their minds to be written into words/sentences.

There are several factors that influence learning difficulties in writing Indonesian description texts, such as interest in learning, motivation, and factors from educators who use media, methods, and learning approaches that are not innovative.

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