

Analysis of the Difficulty Level of Students in Writing Stories in the Indonesian Language Subject in Grade IV of SDIT Harapan Umat Brebes

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Abstract: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Law of the Republic of Indonesia). To realize the goals of national education, the curriculum is made as a guideline used in learning activities as regulated in Law of the Republic of Indonesia No. 32 of 2013 concerning National Education Standards. The purpose of this study is to describe the difficulties of students in writing stories in the Indonesian language subject of grade IV at SDIT Harapan Umat Brebes. This study uses a qualitative research type. The approach used in this study is qualitative research with a descriptive approach. The location of this research is SDIT Harapan Umat Brebes on Jl. Proklamasi KM. 03 Utara Islamic Center (In front of the Integrated Government Office), Brebes, Central Java, Indonesia 52212. Based on the research that has been done on the analysis of the level of difficulty of students in writing stories in the Indonesian language subject, it can be concluded that the level of ability of grade IV students in writing stories is still quite low. The difficulties faced by students in writing stories in the Indonesian language subject in grade IV SDIT Harapan Umat Brebes include several things, including students experiencing difficulties in determining the title of the narrative text, students' inability to arrange words into a story that is interconnected with each other.

Kata kunci: Indonesian; Learning Outcomes; Qualitative Research; Writing Difficulties; Writing Skills.

1. Introduction

Education is a deliberate and planned effort to create a learning atmosphere and a learning process so that students actively develop their potential to possess spiritual strength, self-control, personality, intelligence, noble character, as well as skills needed for themselves, society, the nation, and the state (Law of the Republic of Indonesia). To achieve the goals of national education, the curriculum is created as a guideline used in learning activities as regulated in the Republic Law No. 32 of 2013 concerning National Education Standards.

Children have learned language and mastered oral language well long before they go to school. We often encounter children who are good storytellers with correct sentence structures so that the listeners can understand the storyline, yet that child has not attended school. In this case, children do not have difficulty learning informal language at home. (Tarigan 2018)

However, when children start school and receive language lessons, the situation turns upside down. Language, which was initially easy and enjoyable, becomes a difficult subject. From the statement above, a solution can be found, namely by diagnosing the learning difficulties faced by students, for example. The learning difficulties experienced by students should be addressed immediately as they will affect the students' understanding. Therefore, if students face learning difficulties in one subject or topic, it is very likely that they will encounter difficulties when studying the next material. Furthermore, if the difficulties are not

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addressed promptly, there is a concern that students will continue to experience failures in learning.

Such failures can lead to disappointment, lack of motivation to study, low self-esteem, or even potentially affect their psyche. Difficulties with subject material are the most significant challenges impacting the quality of learning outcomes. The inability of students to master the subject matter is an issue that requires a solution, thus the learning program must align with the applied competency standards. The emerging problem is how to identify and manage information about students' learning difficulties. Writing in Indonesian language learning is one aspect that is desired to be achieved. Writing is a creative process of expressing ideas in written form with specific purposes, such as informing, persuading, and entertaining the reader, in addition to being a form of indirect interaction or communication. Writing is one of the aspects that causes students to experience difficulties.

Stories are a type of narrative, which is a form of writing that seeks to create, recount, and organize human actions in an event chronologically or that occur within a certain time frame. Writing stories is a writing competency that already exists and begins at the elementary school stage. Students can express their feelings, ideas, and thoughts to others through the activity of writing stories. The ability to write stories is not automatically mastered by students; rather, it requires a lot of regular practice and training, so that students can more easily express themselves in writing activities. In this regard, writing skills need to be improved from a young age or starting from elementary education. If writing skills are not enhanced, then students' ability to express thoughts or ideas in written form will diminish or not develop.

Based on the background explanation above, it is important to conduct research to determine the level of difficulty experienced by students in writing stories. The title of this research is Analysis of the Level of Difficulty of Students in Writing Stories in Indonesian Language Subject for Grade IV at SDIT Harapan Umat Brebes.

2. Preliminaries or Related Work or Literature Review

According to Djaramah (2003), learning difficulties are a concept in one or more basic psychological processes that include the understanding and use of spoken or written language. These disorders may manifest in the form of difficulties in listening, thinking, speaking, reading, writing, spelling, or calculating. This definition includes conditions such as perceptual disorders, brain injuries, dyslexia, and developmental aphasia. It does not include children who have learning problems primarily caused by obstacles in vision, hearing, or motor skills, obstacles due to mental retardation, emotional disturbances, or due to environmental, cultural, or economic poverty.

As expressed by Utami (2020:96-97), learning difficulties are a condition of Learners where the learning process is marked by obstacles in achieving learning outcomes, meaning a condition where Learners cannot learn as they should. These obstacles come from both inside and outside the Learner. Learning difficulties are a problem that teachers will often face and it is a teacher's responsibility to address the learning difficulties of Learners. The learning difficulties of Learners are a state in which Learners are less able to meet the demands that must be met during the learning process, resulting in less satisfactory or less optimal learning processes and outcomes.

Factors Causing Learning Difficulties

The phenomenon of learning difficulties in a student is usually clearly seen from the decline in academic performance or learning achievements. However, learning difficulties can also be evidenced by the emergence of behavioral abnormalities (misbehavior) in students, such as a tendency to scream in class, disturb friends, fight, frequently skipping school, and often running away from school.

Internal factors in students are things or conditions that come from within themselves.

- 1 Cognitive in nature (realm of creation), among others, such as low intellectual capacity or intelligence of the students;
- 2 Affective in nature (realm of feeling), among others, such as emotional and attitude instability;
- 3 Psychomotor in nature (realm of will), among others, such as disturbances in the sensory organs of sight and hearing (eyes and ears).

External factors of Students, which are things or conditions that come from outside the Student. External factors of Students include all situations and environmental conditions that do not support the learning activities of Students. This factor can be divided into three types:

- 1 Family environment, for example, disharmony in the relationship between father and mother, and low economic wellbeing of the family;
- 2 Community or neighborhood environment, for example: slum areas and delinquent peer groups.
- 3 School environment, for example: poor conditions and locations of the school such as being near a market, and the quality of teachers and learning materials.

Learning Indonesian Language

According to Ummu Khaer (2018:85), language is a social communication tool in the form of a system of sound symbols produced from human speech. Humans, as social beings, need means to interact with other humans in society. For the purpose of social interaction, a communication medium known as language is required. Language is a tool for interacting with others and as an aid for thinking. Language is closely related to culture, considering that language is closely linked to the mindset of a community, which means that language plays a very important role in the thinking and creativity of each individual.

The teaching of the Indonesian language is fundamentally about teaching students the skills of speaking Indonesian correctly and appropriately in accordance with its functional purpose. According to Atmazaki (2019:55), the subject of the Indonesian language aims to:

1. Students have the ability to communicate effectively and efficiently in accordance with applicable ethics, both verbally and in writing;
2. Appreciate and take pride in using Indonesian as the language of unity and the national language;
3. Understand Indonesian accurately and creatively for various purposes;
4. Use Indonesian to recall intellectual abilities, as well as emotional and social maturity;
5. Enjoy and utilize literary works to broaden perspectives, character, and to recall knowledge and language skills; and
6. Appreciate and take pride in Indonesian literature as part of the intellectual cultural heritage of the Indonesian people.

Mahsun (2014:35) states that in language learning, there are two components that must be learned, namely issues of meaning and form. Both elements must recognize that the component of meaning is the primary element in the formation of language, and because of this, language becomes a means of shaping human thought. Therefore, teachers need to be aware that the thinking ability that should be developed in language is a systematic, controlled, empirical, and critical thinking ability. Stipulatively, this thinking ability is referred to as methodological thinking, which can only be achieved through text-based learning using a scientific/empirical approach.

Writing Skills

According to Sukartiningsih and Malladewi (2013: 1–11), the assessment criteria based on the following factors can be used to measure students' writing abilities: Make an effort to write. b. Determine the title according to the content. c. Use correct Indonesian spelling (EYD). d. Use the right choice of words (diction). e. Consistency in content and topic. f. Write effective sentences. g. Students' creativity (for example, the written work includes pictures or illustrations)

3. Proposed Method

This research uses a qualitative research type. (Bahri S. 2017) states that the type of approach used in this research is qualitative research with a descriptive approach. By using qualitative methods in this study, it is hoped to obtain in-depth and meaningful data so that the goals of this research can be achieved (Ina Mangdalena, et al. 2020:362). This research aims to understand how the students face difficulties in learning Indonesian at SDIT Harapan Umat Brebes.

The population in this study consists of all 4th-grade students of SDIT Harapan Umat Brebes, totaling 19 students. The students in this class consist of 10 boys and 9 girls.

The steps for sample selection in this study are:

1. Establishing the research class, which is class IV.
2. Providing tests to the students in the form of writing difficulty questions on the Indonesian language subject.

3. After administering the text, 15 subjects were selected as the focus of the research who were interviewed, namely:
 - a. High ability studentsb
 - b. Moderate ability studentsc.
 - c. Low ability students

The research instrument is a tool used to collect data being researched. The research instruments used in this study are tests and interviews to determine the difficulties faced by students in writing stories.

Test Sheet

The test sheet provided to the Students contains 4 (four) images arranged randomly along with 3 (three) descriptive questions.

Interview Guidelines

According to Sugiyono (2013:233), the guidelines for this research interview are structured, as the interview guidelines are created after the test results are obtained. The subjects of the interview are Students with different difficulties who represent the challenges faced in completing the questions. This interview is conducted to identify the difficulties encountered by Students that cannot be discerned from written tests, as well as to reveal the challenges Students face in solving the given questions. In conducting the interview, the researcher needs to listen carefully and take notes on what the informants express.

4. Results and Discussion

In this section, the author needs to explain the hardware and software used, dataset sources, initial data analysis, results, and results analysis/discussion. Presenting the results with pictures, graphs and tables is highly recommended. Formulas or evaluation measuring tools also need to be included here. There must be discussion/analysis, and you can't just rewrite the results in sentence form, but you need to provide an explanation of their relationship to the initial hypothesis. In addition, this section needs to discuss and elaborate on important findings.

The research conducted to determine the level of difficulty of students in writing stories in the Indonesian language subject for class IV of SDIT Harapan Umat Brebes was carried out using 2 stages, namely tests and interviews.

The results of the tests and interviews conducted are as follows. The data analysis results from the students' test scores indicate the characteristics of the level of difficulty they face in writing stories. The results of the answer analysis can be seen in the following table:

Table 1. Written Test Results.

No.	Code Subject	score
1.	A	85
2.	ART	85
3.	Z	85
4.	MZ	80
5.	MA	80
6.	NDR	80
7.	SR	80
8.	A	75
9.	AF	70
10.	N	70
11.	NSU	70
12.	MAJ	65
13.	S	65
14.	MY	60
15.	AK	60
16.	SAF	55

17.	MPR	45
18.	MS	40
19.	A	35
Total		1.280
Averages		67,63

Table 1 above shows that the average score of students is 67.63, indicating that the students' scores in writing a story are still in the fairly low category. The students' scores are grouped into three categories: high ability, medium, and low. Then, three individuals from each group were selected as representatives. The assessment of the test answers from the three categories of students is as follows.

High-ability subjects

Data 1

Tabel 2. the results of students' answers with high ability.

No.	question	answer
1.	Write the picture serial numbers according to the correct order of the story!	4,1,2, and 3
2.	Determine the title that corresponds to the sequence of the series of images!	Naura is hungry
3.	Create a narrative paragraph consisting of 1-3 sentences for each event depicted in the picture!	Naura is Hungry"One day Naura was hungry, she wanted to eat vegetables to keep her body healthy, then Naura accidentally saw a vegetable seller passing in front of her house. She wanted to buy vegetables to cook so that she wouldn't be hungry.Naura chose the good vegetables because she wanted to eat a lot so that she wouldn't be hungry again. Naura took off her jacket because she asked for help to be able to see the vegetable garden of the seller."

Moderately Able Subjects

The results of the analysis show that the subject has moderate ability in addressing students' difficulties in writing stories. The data regarding the difficulties faced by students is outlined as follows:

Data 1

Tabel 3. the results of students' answers with middle ability.

No.	Question	Answer
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1.	Write the serial number of the images according to the correct order of the story!	4,1,2,3
2.	Determine the title that corresponds to the sequence of the series of images!	Orang lain membeli sayur
3.	Create a narrative paragraph consisting of 1-3 sentences for each event depicted in the picture.!	“Reva is starving and a vegetable vendor passes by in front of her house. Reva chooses vegetables to eat, while others choose to plant vegetables and don’t get tired waiting for the vegetable vendor.

Low-ability subjects

The results of the analysis of subjects with low abilities in solving students' difficulties in writing stories are as follows:

Data 1

Tabel 4. the results of students' answers with low ability.

No.	question	answer
1.	Write the picture serial numbers according to the correct order of the story!	2,3,1,4
2.	Determine the title that corresponds to the sequence of the series of images!	Title no. 2 Siti is picking vegetables No. 3 Siti is left by dad and mom
3.	Create a narrative paragraph consisting of 1-3 sentences for each event depicted in the picture!	1) Nabila is selling vegetables at the market. 2,3,1,4 1 2)) Number 2 Siti is picking vegetables from her garden and her parents are also helping to pick. 3) 2) Number 3 Riah's parents are distributing vegetables to the villagers. 4) 3) Number 1 Lila is invited by her parents to go sell. 4) Number 4 Lani is scared because she is left alone at home by her parents.

5. Comparison

The research was conducted at SDIT Harapan Umat Brebes from February 15 to June 25, 2025. The sample in this study consisted of 19 fourth-grade students from SDIT Harapan Umat Brebes. The research was conducted in two phases: the administration of a test and interviews. The test was conducted on March 8, 2025, to assess the students' ability to write stories. Subsequently, an analysis of the test results was carried out to determine the categories of student abilities, resulting in 9 students categorized as having high ability, 5 students with moderate ability, and 5 students with low ability. Interviews were then conducted with the 9 students on June 21, 2025, to identify the difficulties they faced in writing stories, what caused those difficulties, and how they overcame them.

In a previous study conducted by Warkhiah Mukhtar (2022), the analysis of the writing difficulties test for students showed an average score of 50.81. This data indicates that the level of ability of fourth-grade students in writing stories is still classified as low, with various types of difficulties in determining titles, connecting sentences, and deciding what story to

write. In this study, the results of the writing difficulties test for students showed an average score of 67.63. This indicates that the 09m9low category, similar to the previous study.

Subsequently, interviews were conducted with 9 students consisting of 3 high-ability

Subsequently, interviews were conducted with 9 students consisting of 3 high-ability students with a score of 85, 3 medium-ability students with a score of 65, and 3 low-ability students with a score of 30. Based on the results of the interviews with these 9 students, it was found that the difficulties experienced by students in the high-ability category were that they struggled to determine titles, connect words to form complete sentences, and recall events that had occurred. The difficulties experienced by students in the medium-ability category included difficulties in composing good and interesting sentences to determine the content of their stories, and the noisy classroom environment affected their concentration while writing. Meanwhile, the difficulties faced by students in the low-ability category included a lack of interest in writing a story, making it hard for them to write, and difficulties in determining

6. Conclusions

Based on the research conducted on the analysis of the difficulty level of students in writing stories in the Indonesian language subject, it can be concluded that the ability level of fourth-grade students in writing stories is still relatively low. The difficulties faced by students in writing stories in the Indonesian language subject at the Harapan Umat Brebes SDIT include several aspects, among which are the students' difficulties in determining the title of the narrative text and the students' inability to arrange words into a cohesive story.

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