

## Teacher Problems in Learning to Write Exposition Text in Elementary School

Vegyta Tresya Putri Sukmana<sup>✉1</sup>, Rahman<sup>2</sup>

<sup>12</sup> School of Postgraduate, Magister of Elementary Education, Indonesia University of Education

<sup>✉</sup> [1vegvtatresya@upi.edu](mailto:1vegvtatresya@upi.edu)

**Abstract.** Language learning has four skills, one of which is writing skills. Writing skills are closely related to critical thinking because by writing students can develop their thinking about something through writing. The purpose of this study was to explore the activities of teaching writing exposition texts at the elementary school level in terms of models, willingness to study hours, learning resources used and the obstacles faced by teachers in several elementary schools in teaching writing exposition texts. The research method used is a survey method with a cross-sectional survey design. The respondents involved in this study were 20 elementary school teachers who teach in the high class and came from 12 different elementary schools. The survey results show that in the teaching process of writing exposition texts, the majority of teachers still use conventional learning models with the lecture method and make students passive and by utilizing available learning resources in schools so that it has an impact on indicators of learning to write exposition texts, namely about writing essays, compiling and paragraph development, as well as students' effective sentence writing is low.

**Keywords:** Writing Exposition Text, Teaching Writing Exposition Text

**How to Cite:** Sukmana, V. T. P. & Rahman. (2022). Teacher Problems in Learning to Write Exposition Text in Elementary School. *Proceeding The 4<sup>th</sup> International Conference on Elementary Education*, 4(1), 865-873.

**INTRODUCTION** Education is the most important key for the progress of a nation because education can determine the future of a nation as well as the basis of the nation's progress. This is in line with the goals of national education where the goal of national education is to educate the nation's life. With the development of the times, education should also develop in a better direction. Moreover, in the current era of globalization, it has a fairly broad impact on various aspects, especially in the aspect of education. According to (Syahputra, 2018) Learning in the 21st century must be able to prepare the Indonesian human generation to meet the advancement of information and communication technology in social life. 21st century learning is actually an implication of the development of society from time to time.

As it is known that society has developed from a primitive society to an agrarian society, then to an industrial society, and is now shifting towards an informative society. Informative society is characterized by the development of digitalization. In the 21st century we are challenged to be able to create education that can contribute to producing thinkers who are able to participate in building a social and economic order that is aware of knowledge as befits citizens of the world in the 21st century. According to (R. Rahman et al., 2019) that education is a tool that facilitates the advancement of skills and builds mental strength. In the 21st century education has a very large proportion or role in managing human research. A person who can improve his education does not demand the possibility of being able to compete both nationally and internationally. This is in line with what was stated by oleh (Awalia

et al., 2020) that how important it is for us to increase awareness of the importance of education for this nation.

Through education, humans can develop all aspects of their lives, including learning languages. Indonesian language learning aims to improve a person's ability to communicate both orally and in writing properly and correctly as in the essence of language learning, namely communicative. At any level of school, especially elementary school, Indonesian language learning adopts a communicative approach. This means that in its implementation Indonesian language learning must emphasize the communicative aspect. In addition to being communicative, learning Indonesian must be carried out in an integrated or thematic way. Language skills in the scope of education are divided into four aspects, namely: listening skills, speaking skills, reading skills, and writing skills (Tarigan, dalam (Farmasi, 2016)).

Writing skills are the last skill that must be mastered by students, because in the process of writing it cannot be done spontaneously, there needs to be a conscious effort in compiling each part of the writing (Suhendra & Iksan, 2020). Writing is a complex task that requires the integration of various sensorimotor, visual perception, perceptual-motor, and cognitive skills. Writing is a conscious activity carried out by every student by involving the working system of the brain and muscles. Students will follow each step or stage of writing to form the letters they imagine. Writing is a bridge that can be used by students to carry out other learning activities because in addition to reading, writing is also a basic skill to develop and express their thoughts (Rahman, 2020). In elementary school,

writing skills are divided into two categories, namely preliminary writing and advanced writing. Beginning writing is taught in grades I to grade III, such as writing letters, writing words, writing sentences, writing using cursive letters, writing simple poems and writing simple stories. Advanced writing is taught in grades IV to grade VI, such as writing a list of interview questions, writing poetry, writing stories, writing rhymes, writing invitation letters, writing speeches, writing prose, filling out forms, and writing expositions. All of these writing skills must be mastered by students by practicing continuously. One of these skills is the skill of writing exposition text.

Writing expository text is a writing skill that is learned in fifth grade of elementary school. Writing expository text is a series of activities to write paragraphs or essays that contain a number of information and knowledge that are presented briefly, densely, and accurately. Writing exposition texts is also one of the important concentrations in making scientific papers. As stated by Campbell, Leki, and Carson in Kyoko Yamada (in (Magdalena, 2017) which states "one important skill required in academic writing is being able to write from source text". scientific work is the ability to write texts from source texts/manuscripts, besides that it can also train students to write essays/narratives because they will write or tell an event that happened from various sources, either from what they have read or from their experiences in everyday life. -day.

Writing a reading exposition text can also be said as an exercise in writing arguments. According to kosasih (in (Dewi & Silva, 2018) exposition text is an essay or writing that conveys arguments

with the aim of convincing others. According to Kuncoro (in (Dewi & Silva, 2018) exposition is writing whose main purpose is to clarify, explain and educate or evaluate a problem. Based on this statement, the writer concludes that an exposition text is a text that serves to convey an argument about something. That's why students often have difficulty in writing an exposition text, they have difficulty in arguing. Writing an expository text is a type or variety of text. which has the function of conveying ideas in the form of thoughts about a topic. This expository paragraph is scientific or can be said to be non-fiction. The aim is to explain certain information so that it can increase the reader's knowledge, so that by reading the exposition text the reader will get a better understanding. know in detail about a thing or event. When the learning process of writing expository text takes place, students have difficulty when pouring the object of writing in their minds. In addition, there are still many students who experience errors in writing expository texts, namely, in the aspect of the structure of the exposition text. In research, Tarigan (in (Interaktif, 2015)states that writing exposition activities is a difficult learning activity because the approach process by the teacher is monotonous so that students experience boredom.

Critical thinking ability according to (F. A. Rahman & Damaianti, 2019) Critical thinking is, very simply stated, the ability to analyze and evaluate information. The statement states that critical thinking can produce important statements and problems, formulate clearly, collect and evaluate relevant information, using abstract ideas. The close relationship between writing and critical thinking

shows that learning writing skills should be related to learning to think critically. This needs to be done by educators to create a different learning atmosphere so that students experience critical thinking processes in learning to write. (Dasar et al., 2015) explains that students who think critically will be able to help themselves or others in solving the problems they face. Thus, critical thinking skills need to be developed in students because through critical thinking skills students can more easily understand concepts, be able to apply concepts to different situations and have more sensitivity to the problems they face. However, in reality the ability of students in writing is still relatively low. This can happen because writing has been going on without being based on learning that can develop critical thinking skills.

One of the factors that cause students' low ability to write expository texts is the teacher himself. Then the teacher should make a learning design for writing expository texts that are appropriate, interesting and fun. Teachers can apply several models and varied methods, so that ongoing learning is able to develop students' ability to write exposition texts. The more often students practice writing expository texts, the better the results of the analysis contained in the writing will be. Students will find it easier to convey information through text. But in reality, this is not in accordance with the conditions on the ground. There are still many teachers, especially at the elementary school level, who have difficulty in learning to write expository texts so that teachers only carry out conventional learning, namely the lecture method, causing students' abilities in learning to write expository texts to be

low. On that basis, the author views that it is necessary to conduct a mini research related to the teaching of writing expository texts, especially at the elementary school teacher level.

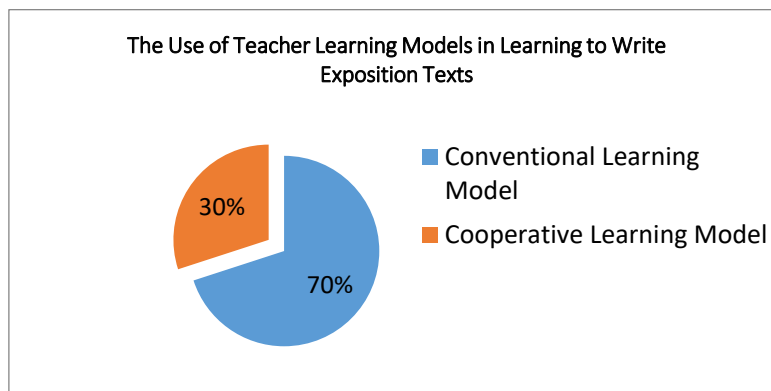
## METHOD

This research is a descriptive study with a cross-sectional survey method. Descriptive type research is a research method that seeks to describe and interpret objects as they are. The researcher did not manipulate the variables and also did not control the research variables. The data reported are data obtained by researchers as they are in accordance with the events that were taking place at that time (Zellatifanny & Mudjiyanto, 2018). So this study is only based on data collected for a certain time with the aim of describing the conditions of the existing sample. This study aims to describe the teaching of writing expository texts carried out by teachers at the fifth grade level of elementary school. This study focuses more on the learning model, the availability of learning hours, the learning resources used and the

analysis of the ease and difficulties faced by teachers in learning to write expository texts. The subjects in this study were 20 elementary school teachers who teach in high grade (grade V) and come from different schools in Sumedang Regency which were divided into 10 teachers in urban schools and 10 teachers in rural schools. Data was collected through a survey using google forms.

## RESULTS AND DISCUSSION

In this study, the authors conducted a survey related to the teaching of writing expository texts based on several criteria that have been used, namely the teaching model used by the teacher, the obstacles/difficulties faced, the ease with which the teacher felt, the availability and suitability of the time available, and the learning resources available. used. For the learning model used by the teacher in teaching writing exposition text, the results obtained based on interviews/surveys using google forms are presented in the following diagram.

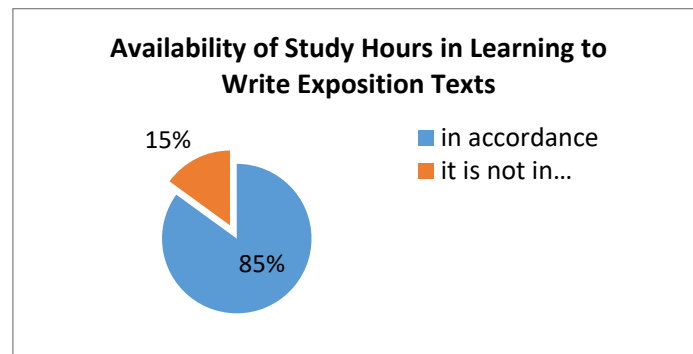


**Diagram 1. Use of Learning Model**

Based on the survey and interview data, it was found that from a total of 20 elementary school teachers in Sumedang Regency, in learning to write expository texts as many as 70% of teachers (14

people) still use conventional learning models, namely the lecture method, and 30% (6 people) have used cooperative learning models that are adapted to the circumstances of their students such as

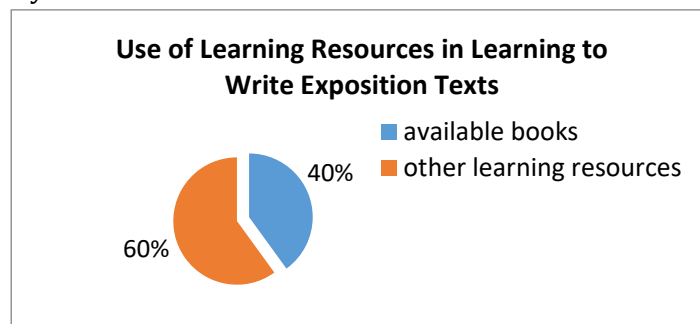
group learning and other cooperative learning models.



**Diagram 2. Availability of Study Hours**

Availability of study hours in accordance with the needs of learning to write exposition tests in Elementary School as many as 17 teachers (85%) stated that the learning time or study hours provided were in accordance with the learning needs provided. However, as many as 3 teachers (15%) stated that the willingness to study hours was still not in

accordance with the needs. According to him, it is not appropriate because it requires additional time to make children understand and understand the learning to write exposition texts given, especially exposition texts is scientific writing which also requires students' high-level thinking skills.



**Diagram 3 Use of Learning Resources**

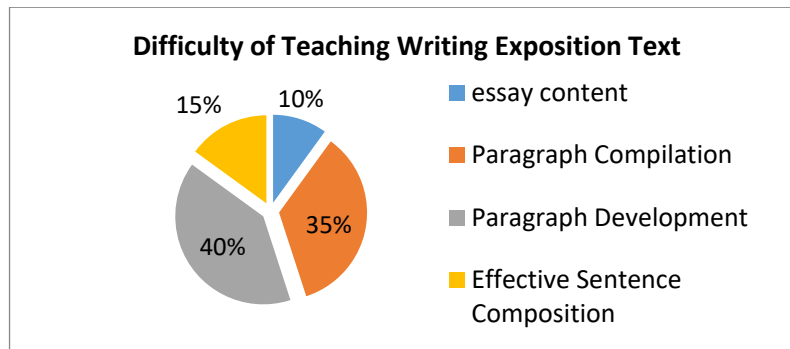
The use of learning resources used by teachers in teaching exposition texts in elementary schools as many as 40% of teachers or as many as 8 teachers only use learning resources that are already available such as teacher books and student books used by schools as teaching resources because according to him the material / resources presented are already available. good and complete. Meanwhile, as many as 60% of teachers or

as many as 12 teachers, in addition to using the available source books, have also begun to combine them with other learning resources such as using texts sourced from the internet or magazines.

Regarding the obstacles/difficulties faced by elementary school teachers in learning to write expository texts, the results showed that the difficulties were found in several indicators of writing exposition

texts including the content of the essay, organization of essays, paragraph preparation, paragraph development, and

effective sentence preparation which includes (use of punctuation, word form, word order, word choice, and use of EYD.



**Diagram 4. Difficulty of Teaching Writing Exposition Text**

Based on the results of research by conducting surveys and interviews with several elementary school teachers in Sumedang Regency, it was found that of the 20 teachers who were researched there were 10% of teachers who stated that the difficulty of teaching writing exposition texts was in the content of the essay. inappropriate in writing essays so that the topics or themes given and the contents of the essays are not the same or unrelated. As many as 35% of teachers think that the difficulty lies in the preparation of paragraphs because in writing an expository text into several paragraphs, usually between paragraphs that are supposed to be interconnected are still not quite right. 40% of teachers said that the difficulty in writing expository texts was in paragraph development. There are still many students who have not been able to develop paragraphs according to the theme so that the contents of each paragraph contain the same content and meaning. And as many as 15% of teachers revealed that the difficulty in writing expository texts, namely in the preparation of effective sentences, namely regarding the use of punctuation,

word forms, word order, diction, and the use of EYD spelling used by students there were still some that were not correct.

Writing skills are divided into two, namely initial writing and advanced writing (Rahman, 2020). Writing expository text is one type of advanced writing. Usually, learning to write expository texts is taught in fifth grade elementary school. Exposition text (Rosmaya, 2018) basically writes an expository essay is an activity to write an essay that describes, describes and explains a topic clearly so that readers can broaden their views and knowledge. To make an expository essay into an informative explanation, the expository essay must be developed using facts, examples, the author's ideas, or the opinions of experts. Meanwhile, to find facts and examples that are in accordance with the idea, definite and appropriate data is needed so that the information content can be accounted for by the author. Writing exposition text is not a new type of text in learning Indonesian. However, the structure of the exposition text in the 2013 Curriculum appears with different terms, namely the statement of

opinion (preface), argument (content), and statement of opinion (closing). In the teaching of writing exposition texts, after conducting research in the form of surveys and interviews with several high-grade elementary school teachers in Sumedang Regency, there are several obstacles and obstacles in their teaching that cause elementary students' ability to write expository texts to be very low.

Several factors including researchers summarized into several factors including the low ability of teachers in the use of learning models. As we know that the use of learning models is one of the most important learning components to make it easier for students to understand the learning material provided. The learning model is a plan that is used in preparing the curriculum, arranging learning materials, and giving instructions to teachers in the classroom in teaching settings or other settings (Rahman, 2019). The learning model can also be said as a plan or pattern that can be used to form a curriculum (learning plan), design learning materials and guide learning in the classroom or otherwise according to Joyce (Prihatiningsih & Setyanigtyas, 2018) Judging from the research results, the majority of elementary school teachers in Sumedang Regency still use conventional learning models on the grounds that they do not fully understand the syntax of other existing learning models so that of course students will be bored and bored in learning. Conventional learning also causes students to be passive in learning activities so that the material delivered by the teacher tends to be slow to be understood by students. Then the second factor is about learning time. The majority of teachers stated that the willingness to

study hours, namely Indonesian language subjects in elementary schools as much as 6 hours a week, was appropriate and also quite evenly distributed with other subjects. However, the current curriculum is thematic where Indonesian language learning, especially writing exposition texts, can be combined with other subjects such as science, social studies, and Civics because issues from other subjects can be used as topics in writing exposition texts.

Utilization of learning resources used by teachers, some teachers from 20 samples used as research subjects have combined learning resources from outside so they do not only use the source books that have been provided but with the help of the internet or magazines. Of course, this will also increase students' knowledge of the problems that are currently circulating in the environment and students will also be more interested in issues in the surrounding environment which is expected to increase students' interest and motivation in writing expository texts. As we know that the exposition text is a scientific text that aims to convey information briefly, concisely and clearly. Of course, in writing this exposition text, students are not only expected to be able to argue, but also to develop a problem presented. The indicator in writing this exposition text is that the content of the essay is the content or core of the essay written. The contents of the essay include: (1) introduction, (2) body of the essay, (3) closing. The introductory part is the part that attracts the reader's attention about the problems that will be discussed in writing an expository essay; paragraph preparation, namely the relationship between one paragraph to another; paragraph

development, namely the skills to analyze and develop a problem/sentence in a paragraph in accordance with the given topic; as well as effective sentence structure such as the use of punctuation marks, word suitability, and diction selection. Of course, some of these indicators must also be considered in learning to write expository texts because if seen from the understanding that exposition texts are scientific writings that contain information which is then conveyed in a concise and clear manner to the reader.

Based on the results of this study, teaching writing exposition texts in elementary schools in Sumedang Regency has been carried out as well as possible with teachers using study hours and learning resources that have been provided as well as possible and even combining other sources such as the internet and magazines. However, there are some things that need to be considered by teachers so that learning can run well, namely by using other learning components such as the use of varied models/methods/approaches/media in order to develop students' interest and motivation in learning, as well as writing exercises. to develop students' writing skills in order to stimulate students to think critically and be able to develop an idea/scientific idea through writing. This will certainly change the learning atmosphere of students who were previously passive students to become active and improve students' writing skills and also learning will become more meaningful in accordance with the demands of the applicable curriculum.

## CONCLUSION

Learning to write exposition texts in fifth grade in several schools in Sumedang Regency is still very low. This is because even though in teaching the teacher has made good use of study hours and available learning resources, the majority of teachers still use conventional learning models where the teacher is the only source of learning so that students become passive. This also has an impact on other obstacles, namely the achievement of indicators for writing expository texts including essay content, paragraph preparation and development, and the use of effective sentences used by students in writing is still low. Teachers should use varied learning models/methods/approaches/media so that the learning delivered will be more easily understood by students and can also develop and stimulate students' ability to think critically so that students can develop a topic/idea well through scientific writing.

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