

Abstrak

Penelitian dengan target mendeskripsikan bentuk kesulitan kelas X SMA Eka Prasetya Medan dalam menulis teks observasi, mengidentifikasi serta menganalisis faktor-faktor penyebab kesulitan tersebut, dan mengkaji strategi yang diterapkan oleh guru. Kualitatif fenomenologi mengeksplorasi persepsi siswa kelas X SMA Eka Prasetya Medan dalam menghadapi kesulitan menulis teks observasi, dengan pengumpulan data secara detail di mana peneliti berinteraksi langsung dengan kepala sekolah, guru Bahasa Indonesia, dan siswa. Penilaian hasil tulisan siswa dilakukan menggunakan rubrik yang mengacu pada kriteria isi, struktur teks, kosakata, kaidah kebahasaan, serta kerapian dan format penulisan untuk memastikan objektivitas evaluasi, sedangkan analisis data dilakukan menurut metode Miles, Huberman, dan Saldana (2014). Keabsahan data dijamin dengan teknik triangulasi, perpanjangan observasi, diskusi sejawat, member check, serta pengujian transferabilitas, dependabilitas, dan konfirmabilitas, sementara aspek etika penelitian dijaga melalui perlindungan kerahasiaan, persetujuan sukarela, transparansi pelaporan, dan perlindungan terhadap risiko sosial dan emosional sesuai prinsip beneficence, keadilan, dan inklusivitas. Hasil karya siswa kelas X SMA Eka Prasetya Medan masih tergolong rendah, terutama dalam menyusun struktur teks observasi yang runtut, penggunaan bahasa formal, serta pengolahan ide yang kurang koheren, yang dipengaruhi oleh pembelajaran menulis yang bersifat satu arah dan keterbatasan bimbingan guru. Kesulitan menulis tersebut disebabkan oleh faktor internal siswa seperti rendahnya motivasi dan keterbatasan kosakata, strategi pembelajaran yang kurang variatif, serta lingkungan sekolah yang minim fasilitas pendukung. Guru menerapkan berbagai strategi lebih aktif dan kontekstual, seperti observasi langsung, bimbingan bertahap, penggunaan media visual, dan diskusi kelompok yang mampu meningkatkan keaktifan dan kepercayaan diri siswa dalam menulis.

Kata kunci: Kesulitan Belajar, Menulis, Teks Observasi, Siswa

Abstract

The work targets describing the form of difficulty of class X SMA Eka Prasetya Medan in writing observation texts, identifying and analyzing the factors causing these difficulties, and examining the strategies implemented by teachers. Qualitative phenomenology explores the perceptions of class X SMA Eka Prasetya Medan students in facing difficulties in writing observation texts, with detailed data collection where the researcher interacts directly with the principal, Indonesian language teachers, and students. Assessment of student writing results is carried out using a rubric that refers to the criteria of content, text structure, vocabulary, linguistic rules, and neatness and writing format to ensure the objectivity of the evaluation, while data analysis is carried out according to the method of Miles, Huberman, and Saldana (2014). The validity of the data is guaranteed by triangulation techniques, extended observation, peer discussion, member check, and testing of transferability, dependability, and confirmability, while the ethical aspects of the research are maintained through protection of confidentiality, voluntary consent, transparency of reporting, and protection against social and emotional risks according to the principles of beneficence, justice, and inclusiveness. The work of grade X students of SMA Eka Prasetya Medan is still considered low, especially in compiling a coherent observation text structure, using formal language, and processing ideas that are less coherent, which is influenced by one-way writing learning and limited teacher guidance. These writing difficulties are caused by internal student factors such as low motivation and limited vocabulary, less varied learning strategies, and a school environment with minimal supporting facilities. Teachers apply various more active and contextual strategies, such as direct observation, gradual guidance, use of visual media, and group discussions that can increase student activity and confidence in writing.

Keywords: Learning Difficulties, Writing, Observational Text, Students