Analysis of the Results of Students' Difficulties in Writing News Texts in Grade XI at SMAN 1 Tanjung, North Lombok Regency

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Article Info	Abstract
	This study aims to analyze the difficulties experienced by eleventh-grade students of SMAN 1 Tanjung in writing news texts, identify the contributing factors, and describe the quality of writing based on 27 student works. The study used qualitative methods with observation, interview, and documentation techniques. The results showed that most students experienced difficulties in formulating leads, arranging 5W + 1H elements coherently, and applying language rules according to PUEBI. As many as 74% of students were able to write news by fulfilling some criteria, but only 33% fulfilled the criteria well. Factors causing difficulties included minimal experience in writing news, low interest in reading, weak ability to construct effective sentences, and poor spelling mastery. The news topics written by students were divided into two main themes, namely Covid 19 and Technology. The findings of this study underscore the importance of continuous practice, structured learning strategies, and habituation to reading journalistic texts to improve news writing skills.

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1. INTRODUCTION

Writing news text is a language skill that requires mastery of structure, completeness of information, and accuracy of language. Keraf (2004) states that writing is the activity of expressing ideas in written language in an orderly and logical manner, thus requiring precision and technical skills. In a journalistic context, writing must contain factual events that are arranged systematically and objectively (Keraf, 2004).

Students' inability to write news texts has quite serious consequences, both academically and in terms of general literacy skills. First, academically, students who struggle to write news effectively tend to have difficulty meeting the demands of Indonesian language learning outcomes, which emphasize critical, logical, and systematic thinking skills. News texts require students to sort out important facts, determine perspectives, and present information objectively. When these skills are weak, students' critical thinking processes are also less honed.

Second, from a linguistic perspective, the inability to write news texts often accompanies a poor mastery of Indonesian language rules, particularly spelling, punctuation, diction, and effective sentences. (Chaer, 2010) emphasized that weak mastery of language rules will result in written

messages being unclear and potentially misunderstood. This is evident in students' news texts, which contain unclear information due to structural and linguistic errors.

Third, in the context of media literacy, students who are unable to write news effectively tend to be passive readers and less critical of the information they consume. However, news writing skills are closely related to the ability to understand, evaluate, and verify information amidst the rapid flow of digital news. Therefore, weaknesses in news writing can impact students' overall information literacy.

Sumadiria (2011) explains that news must adhere to a head-body-tail structure, the 5W+1H elements, and use clear and concise language. This complexity often poses a challenge for high school students who are just beginning to learn about news texts in practice (Sumadiria, 2011).

Various previous studies have shown that difficulty writing news texts is a fairly common problem among high school students. Y. P. Sari and D. R. Putri (2021) found that most students experienced difficulties in compiling the 5W+1H elements completely and coherently, especially in the elements of *why* and *how* (Sari & Putri, 2021). This aligns with your research findings, which show that this element is often overlooked by students.

(Lestari, 2020) also revealed that linguistic errors, particularly in spelling and grammatical sentences, were the dominant factors that made it difficult for students to understand news texts. This finding supports your research, which shows that more than half of students still make numerous PUEBI errors.

Based on interviews with Indonesian language teachers at SMAN 1 Tanjung, some students still experience difficulties writing news texts despite understanding the theory. This prompted an in-depth study of these difficulties and the factors influencing them.

2. MATERIALS AND METHODS

This research uses a descriptive qualitative approach that aims to describe phenomena in depth based on data obtained in the field. Data collection techniques consist of three main steps: observation, interviews, and documentation.

1. Observations were conducted throughout the learning process of writing news texts. Through these observations, researchers recorded how students understood the material, asked questions, discussed, and composed news texts.
2. Interviews were conducted with Indonesian language teachers and several students to obtain more complete information regarding their experiences in writing news texts, including the obstacles they faced.
3. Documentation was conducted by collecting and analyzing 27 student news texts. This data was used to assess students' abilities based on structure, the 5W+1H elements, and linguistic rules.

Figure 1. Interview with Indonesian Language Teacher and Grade 11 Student Representative

3. RESULTS

After data was obtained through observation, interviews, and documentation, the researcher analyzed each student's work based on three main aspects: the structure of the news text, the completeness of the 5W + 1H elements, and the accuracy of linguistic rules. The analysis was conducted to see the patterns of difficulties that emerged in students' writing and to connect them with the causal factors found through interviews and classroom observations. This process allowed the researcher to obtain a clear picture of students' writing abilities while understanding the background of the emergence of these obstacles. The complete analysis results were then presented systematically in the "Results and Discussion" section.

a. Difficulty Formulating Leads

The lead section is a difficult component for students because in this section, they must be able to package the core of the event concisely but still informatively. Of the 27 works analyzed, there were 19 students (70%) who were unable to create leads according to journalistic standards. Many leads were written too long, did not focus on the core of the event, or did not even include important elements such as what, who, where, when, and how (5w + 1H). This finding supports Sumadirian's (2011) opinion that compiling leads is indeed the most complex part of a news text.

b. Difficulty in Arranging the 5W+1H Elements

Most students actually understand the meaning of the 5W + 1H elements, but they have difficulty implementing them in writing. From the analysis of student work, it was found that 48% of students were only able to convey some of the elements, while the why and how elements were the parts that were most often not written. Information in the text was often written randomly and did not follow a logical flow. This condition shows that students have not been able to maintain paragraph coherence as emphasized by Keraf (2004).

c. Linguistic Errors (PUEBI)

The linguistic part is the most dominant aspect that is problematic after the structure. Many students make mistakes in the form of:
  1. Incorrect use of capital letters
  2. Incorrect use of punctuation
  3. Less consistent choice of diction
  4. As well as ineffective sentence structure.

Of the 27 students' works, 15 students (55%) made many spelling errors. In fact, 6 students (22%) showed quite serious linguistic errors, so that the news text was difficult to understand. This shows the students' low understanding of PUEBI.

d. Weaknesses in the Implementation of News Structure

There are still many students who have not been able to apply the head, body, and tail structure properly. Of all the works, 44% of students have written a complete structure, but the order is not correct. In addition, 30% of students wrote the structure randomly. This condition strengthens Sudjiman's (1995) statement that structure is an important part in organizing the flow of information so that the news can be understood completely.

The lead section is the most challenging component for students because it requires writers to be able to present the main event concisely yet informatively. Of the 27 works analyzed, 19 students (70%) failed to create leads that met journalistic standards. Many leads were too long, didn't focus on

the main event, or didn't include important elements such as what, who, or when. This finding supports Sumadiria's (2011) opinion that writing a lead is indeed the most complex part of a news text.

While most students understand the meaning of the 5W+1H elements, they struggle to implement them in their writing. An analysis of student work found that 48% were only able to convey some of the elements, with the "why" and "how" elements most often omitted. Information in the text is often written haphazardly and does not follow a logical flow. This indicates that students are unable to maintain paragraph coherence, as emphasized (Rokhman, 2020).

Language is the most problematic aspect after structure. Many students make errors such as: (a) inappropriate use of capital letters, (b) inappropriate use of punctuation, (c) inappropriate choice of diction, and (d) ineffective sentence structure (Haryanto, 2021).

Of the 27 student assignments, 15 (55%) made numerous spelling errors. Six students (22%) even made such serious grammatical errors that the news text became difficult to understand. This demonstrates students' low understanding of PUEBI.

Many students still haven't been able to apply the head-body-tail structure effectively. Of all the papers, 44% of students wrote a complete structure, but the order wasn't correct. Furthermore, 30% of students wrote the structure haphazardly. This situation reinforces Sudjiman's (1995) statement that structure is a crucial part of organizing the flow of information so that news can be fully understood (Wicaksono, 2014).

4. CONCLUSION

Based on the research results, it can be concluded that the most dominant difficulties experienced by students include the ability to formulate leads, arrange the 5W + 1H elements coherently, and apply language rules in accordance with PUEBI. These difficulties result in information in news texts being unclear, disjointed, and difficult to understand. The main factors causing these difficulties include minimal experience in writing news, low student interest in reading, weak mastery of effective sentences, and a lack of understanding of spelling and punctuation rules. In addition, the learning strategies used by teachers have not fully touched on the technical aspects required in writing news texts. Of the 27 works analyzed, 74% of students were actually able to write news by fulfilling some of the criteria, but only 33% were able to fulfill all the criteria well. This shows that students need intensive practice, more targeted guidance, and the habit of reading journalistic texts so that their writing skills can improve significantly.

5. ACKNOWLEDGEMENTS

5. DECLARATIONS

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