

ABSTRAK

Santika, Puja. 2025. *Hambatan Siswa dalam menulis Teks Deskriptif di Sekolah Menengah pertama*. Program Studi Pendidikan Bahasa Inggris, Jurusan Pendidikan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Maritim Raja Ali Haji Tanjungpinang. Pembimbing I: Assoc. prof. Satria Agust, S.S., M.Pd., CIAR., MCE. Pembimbing II: Assist. Prof. Erwin Pohan, S.Pd., M.Pd.

Kata Kunci: Teks Deskriptif, Hambatan Menulis, Pembelajaran Keterampilan Menulis

Penelitian ini bertujuan untuk mengidentifikasi hambatan yang dihadapi siswa kelas VII dalam menulis teks deskriptif di SMPN 01 Bintang Timur. Metode yang digunakan adalah deskriptif kualitatif dengan teknik pengumpulan data berupa wawancara dan angket. Sebanyak 10 siswa diwawancarai dan 31 siswa mengisi angket tertutup. Hasil penelitian menunjukkan tiga jenis hambatan utama, yaitu: (1) hambatan linguistik, seperti keterbatasan kosakata, kesalahan tata bahasa (*simple present tense*), dan pemilihan kata; (2) hambatan kognitif, seperti kesulitan mengembangkan ide, menyusun paragraf, serta penggunaan tanda baca dan ejaan; dan (3) hambatan psikologis, berupa kurangnya kepercayaan diri, motivasi rendah, dan minimnya umpan balik dari guru. Hambatan linguistik ditemukan sebagai yang paling dominan. Temuan ini diharapkan menjadi acuan bagi guru dalam merancang strategi pembelajaran menulis yang lebih efektif.

ABSTRACT

Santika, Puja. 2025. *Students' Obstacles in writing Descriptive Text in Junior High School*. English Language Education Study Program, Department of Language and Arts Education, Faculty of Teacher Training and Education, Universitas Maritim Raja Ali Haji Tanjungpinang. First Advisor I: Assoc. prof. Satria Agust, S.S., M.Pd., CIAR., MCE. Second Advisor II: Assist. Prof. Erwin Pohan, S.Pd., M.Pd.

Keywords: Descriptive Text, Writing Obstacles, Learning Writing Skills

This research aims to identify the obstacles faced by seventh-grade students in writing descriptive text at SMPN 01 Bintan Timur. The research employed a descriptive qualitative method, with interviews and questionnaires as data collection techniques. A total of 10 students were interviewed, and 31 students completed a closed-ended questionnaire. The findings revealed three main types of obstacles: (1) linguistic obstacles, such as limited vocabulary, language use (particularly in using the simple present tense), and obstacles in word choice; (2) cognitive obstacles, including obstacles in generating ideas, organizing paragraphs, and applying writing mechanics such as punctuation and spelling; and (3) psychological obstacles, such as low self-confidence, lack of motivation, and limited teacher feedback. Among these, linguistic obstacles were found to be the most dominant. These findings are expected to serve as a reference for English teachers in designing more effective strategies for teaching writing.