Introduction Study Description Writing Skills with Learning Motivation

Rahmasari Dwimarta[1], St. Y. Slamet[2], Rukayah[3]

[123]*Sebelas Maret University, Jl. Ir. Sutarmi No. 36A, Surakarta, Indonesia*

Abstract

This study aims to determine because a low skill of writing a description of the students' motivation. This research is motivated by the writing skills of students is low. Most students assume that learning to write is very difficult and tedious. This happens because of a lack of learning is done intensively and the lack of use of innovative teaching methods and attract students to write. Based on the survey results it is known that the difficulty of writing experienced by the students in addition to difficulty expressing an idea or ideas into a complete story by using grammar as well as spelling and proper punctuation, the difficulty of writing is also motivated by the low motivation. The method used is quantitative and qualitative (mix method), data collection is done through observation sheet of students and teachers, field notes, and writing skills test results description. This shows there is a relationship between students' writing skills description motivation to learn. Therefore, the researchers suggest their description writing skills improvement and increase students' motivation.

Keywords : *Motivation to learn, description writings skills.*

I. INTRODUCTION

The role of the subjects of language in elementary or primary school is expected to develop the potential of the studentsin accordance to their ability, needs and interests and also to foster an appreciation ofliteraryand intellectual works result of their own nation. Authorship description is a form of composition that depicts something in accordance to the real situation, so the reader imagine (see, hear, smell, and taste) what the author describes that suit the imagination of the author. Therefore writing a description is not easy, because in the descriptive essay student must redact a bouquet of information so that the readers can imagine what the students wrote.

Indonesian language skills that are taught such as listening, speaking, reading and writing. Iskandarwassit and Sunendar (2015: 248) states the ability to write more difficult to master than the ability to listen, speak and read. The statement claimed that writing skills are the most difficult thus indirectly lower the value of writing skills than the skills of listening, reading, and speaking.

Description of a form of composition that depicts something in accordance with the actual situation, so write the description is not easy, because in writing a description of the student must draw up a bouquet so that readers can mencitrai what the students wrote. Difficult to describe the object's description often causes students' writing skills descriptions are not optimal.

The cause of the lack of writing skills According to Slamet (2014: 108-109) in fact the teaching of writing skills have received less attention. Lesson fabricated as one aspect of the teaching of Indonesian in less dealt with seriously, because it is still dominated by aspects of knowledge. Students learn more about the language, not learn to speak. Teachers also rarely gives a task in the form of scientific papers or oral statements that may disclose a child's language skills, especially writing. In fact, the form of test or exam is dominated by multiple-choice test that students' ability to compose a piece of writing or oral form thought inadequate.

Students may face difficulty writing a descriptive text according to Rostami, A., & Hoveidi, A (2014: 301) in the International Journal of Language Learning and Applied Linguistics World (IJLLALW) occurred because only some of the structures and the methods to write a descriptive text are explained by the teacher and are not detailed thus became discouraged and get bored of writing.

Supported by Andayani opinions (2015: 30) teachers must sought the apprenticeship of writing in elementary schools in order for the student to like writing. This can be accomplished when the teachers mastered the material, the pedagogic method and the application various teaching methods of writing. The problem that cause the lacks of skill in descriptive writing is mainly the descriptive essay and the factor that affect the fruitfulness of student is the motivation to learn.

According Sudjana (2011: 61) the success of the learning process can be seen in learning motivation shown by the students when carrying out teaching and learning activities. Because motivation is a very important asset for learning, Iskandarwassid and Sunendar (2015: 136) argues without any motivation, the learning process will be less

successful. Although a learner has a high learning skills, he will be less successful in their learning if their motivation is weak.

Motivation in language learning according to Gandhi (2014: 10) the majority of language teachers using the motivation to improve learning in the classroom and substitute other inherent intellectual interest. In line with Sumantri (2015: 76) language has an important role in the effort to communicate. A person's ability to speak aim to motivate, interpret and forthwith ideas and expectations well.

II. RESEARCH METHODOLOGY

The mix method research was conducted in Elementary schools in Surakarta, Indonesia. The implementation began on February 2016 until Agustus 2016. Data collection was done through observation sheet of students and teachers, field notes, and test results the ability to write a description.

The population in this study are all student fouth grade the Public Elementary Schools in Surakarta, Indonesia during the academic year 2015/2016 that amount to 217 Public Primary schools with a number of student up to 6944. The samples are the student in fourth grade of five Public Elementary Schools located in five districts where the research will be conducted, which is the Jebres, Yosodipuro, Banjarsari, Laweyan, Kliwon and Serengan Districts in Surakarta, Indonesia. The sampling used a multy-stage sampling technique, because samples was selected by samples groups and then the element was selected from each groups.

## III. RESULT AND DISCUSSION
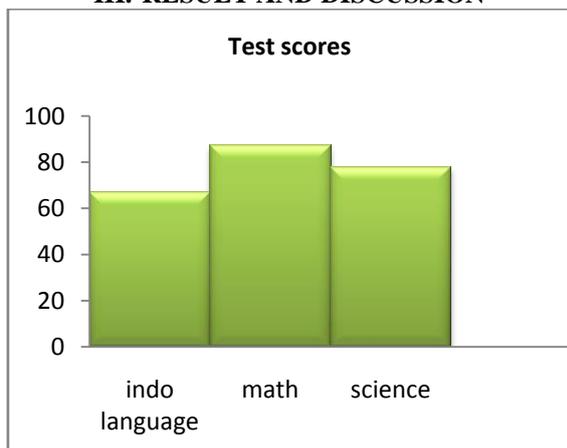
Test scores

Value Language Testing has the lowest score compared ipa and mathematics, the language has an average of 67, has a mathematical average of 86, ipa has an average value of 76

Figure Value of Exam Indonesianyear 2014-2015
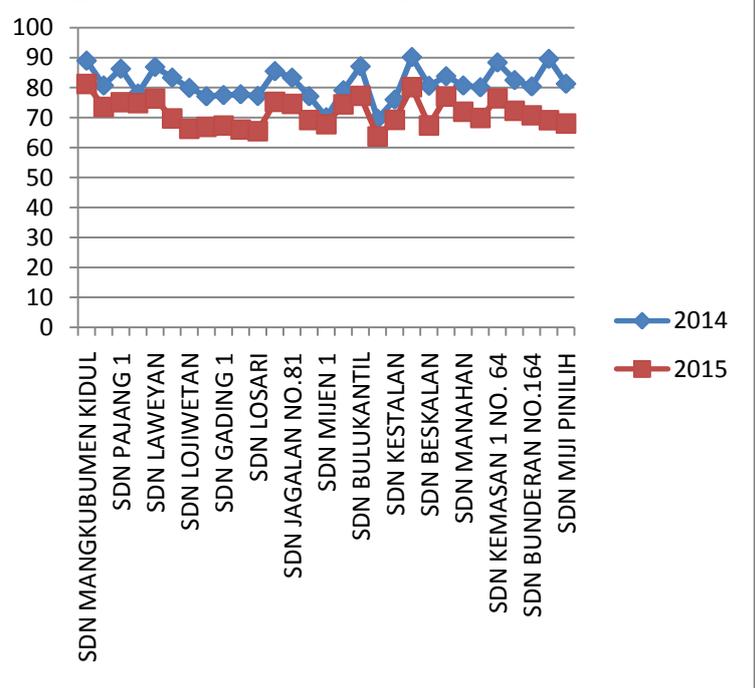
The National Examination Bahasa Indonesia in the last 2 years in Surakarta, Indonesia. namely 2014 and 2015 has decreased 11, 89% and facts as much as 71.4% of students scored lower on essay writing skills description.

Problems writing skills
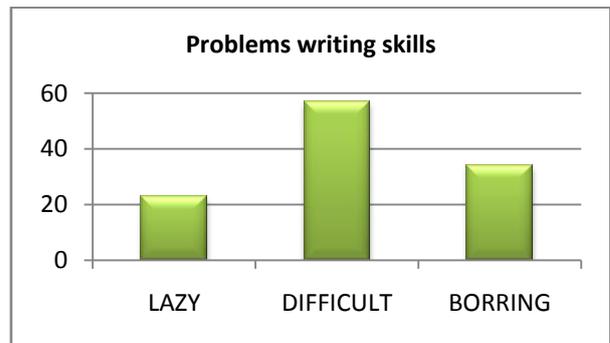
Based on the analysis of teacher observation and student generated that:

1.1 groove bounding, repeating the sentence, and not using effective sentence resulting bored students.

1.2 Students have had the most difficulty because students just described some generic structures and methods of writing descriptive text by the teacher and so can not explain things in detail and unmotivated and bored with writing.

1.3 Teaching writing skills have received less attention and less concocted subjects dealt with seriously.

1.4 Teachers feel less understand the application of appropriate methods in language learning that is less varied instructional methods used by teachers in teaching.

1.5 Students are less motivated in teaching essay writing a description that led to the achievement of learning outcomes of students less than the maximum.

IV. CONCLUSION

Based on the analysis that has been presented, can be drawn the conclusion that the fourth grade students of Public Elementary School in Surakarta, Indonesia.Low student writing skills resulting in low learning motivation. Teachers need to improve learning in improving writing skills descriptions, so that students can be achieved within the expected learning.

REFERENCES

[1] Andayani. 2015. Problema dan Aksioma dalam Metodologi Pembelajaran Bahasa Indonesia. Yogyakarta: Deepublish

[2] Iskandarwassid & Sunendar, D. 2015. Strategi Pembelajaran Bahasa. Bandung: PT. Remaja Rosdakarya.

[3] Slamet, St. Y. 2014. Pembelajaran Bahasa dan Sastra Indonesia di Kelas Rendah dan Kelas Tinggi Sekolah Dasar. Surakarta: UNS Press.

[4] Sudjana, N. 2011. Penilaian Hasil Proses Belajar Mengajar. Bandung: Remaja Rosdakarya

[5] Sumantri, M. S. 2015. Strategi Pembelajarab Teori dan Paraktik Di Tingkat Pendidikan Dasar. Jakarta: Raja Grafindo Persada.

[6] Rostami, A., & Hoveidi, A. 2014. Improving Deskripstif Writing Skills Using Blog-Based Peer Feedback. International Journal of Language Learning and Applied Linguistics World, 301

[7] Gandhi, M. G. 2014. Recent Inclination In Technology Assisted Language Teaching. International Journal Of Innovative Research & Studies. 3 (10), 77-93.