

## DIAGNOSTIC ANALYSIS OF ADVANCED WRITING SKILLS IN 5TH- GRADE STUDENTS IN IMPACTFUL CURRICULUM ERA

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### ABSTRACT

The curriculum changes are intended to have a positive impact on the educational system in Indonesia. Through the Merdeka curriculum, learning focuses on the main materials, character development, and students' skills. One of the skills that requires creativity and high-level thinking skills is writing. Advanced writing skill aims to enable students to express their ideas and feelings in written form systematically and develop their creative ideas more broadly, clearly, and integratively. Various types of text are studied at elementary school by considering linguistic rules. This study aims to 1) analyze advanced writing skills of 5th-grade students, and 2) analyze difficulties faced by 5th-grade students in advanced writing. The research method used a descriptive qualitative approach to analyze students' advanced writing skills. Subjects in this study were 5th-grade students and teachers in Gresik Regency. Moreover, the data collection techniques were tests and interviews. The results of the study showed that 5th-grade students are able to write essays or writings. However, aspects that must be considered include linguistic rules (spelling, sentence structure, capitalization, and punctuation), diction, coherence between sentences, and abilities in developing ideas or concepts based on something that has not been experienced before. It can be concluded that 5th-grade students have writing skills, but writing procedures and linguistic rules still require greater attention, which must be followed up in line with curriculum changes that are adaptive and relevant to current developments.

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### INTRODUCTION

The curriculum has an important role and serves as the foundation of the education field. The curriculum is dynamic and adaptive, which is constantly changing according to the demands of current development. Changes in the curriculum are intended to have a positive impact on the educational system in Indonesia (Santika et al., 2022). The curriculum is prepared and implemented to create significant changes for all parties, including students, teachers, and the wider community (Herman et al., 2023). An adaptive

and relevant curriculum is required to be used in the educational system. The Merdeka Curriculum is currently used in Indonesia, which focuses on the core material, character development, and student skills (Aprillia et al., 2022). These three focuses are essential for students to face the challenges of a rapidly evolving era. The Merdeka Curriculum has various extracurricular learning activities that focus on mastering materials optimally and improving existing skills (Setyorini et al., 2023). One of the skills that must be mastered in the Merdeka Curriculum era in facing the challenges of the times is writing skill.

Writing is a language skill that must be mastered by students. Writing is an activity carried out consciously and integrated to deliver ideas systematically so that they can be understood according to their purpose (Hatmo, 2021). This aligns with Syafitri and Hendratno (2021), who stated that writing can stimulate brain intelligence and increase the vocabulary mastered by students. Writing is also defined as the process of symbolizing spoken sentences in written form (Anggraeni & Alpian, 2018). This writing skill is closely related to other language skills, including speaking, listening, and reading. Through writing skills, students are expected to develop their creative ideas clearly, structured, and directed. Writing is a creative process of expressing ideas in written language that has a purpose (Dalman, 2018). Writing, as a creative process, is an innovative teaching and powerful language-learning approach that provides opportunities for students to create creative, interesting, and useful writing, even though the explanation is still limited (Gao, 2025). This means that writing, as a creative process resulting in creative writing, encourages students to develop critical thinking, creativity, and communication skills in the Merdeka curriculum. In line with Setiawan et al. (2019), the writing process requires creativity and high-level thinking skills to create good and interesting writing. Writing requires skills in expressing ideas or thoughts clearly, using effective and easy-to-understand sentences, and using correct writing rules (Inggriyani and Pebrianti, 2021). Writing skills are not easy, which requires a repetitive process and should be taught from an early age to students in elementary school.

Advanced writing lesson in primary school is taught to fourth, fifth, and sixth-grade students. The aim of advanced writing is to enable students to express their thoughts and feelings in written form systematically and carefully and to further develop ideas previously obtained to be developed more widely. There are two techniques in writing: writing stories and writing for daily activities. Indicators in writing stories include constructing sentences, imitating models, constructing paragraphs, and retelling the text that has been read. Meanwhile, indicators in writing for daily activities include writing

letters/emails, filling out forms, writing invitations/announcements, writing advertisements, and writing curriculum vitae (Muliasa & Janawati, 2022). Writing skills indicators include (1) Skill in determining ideas, (2) Skill in constructing ideas systematically, (3) Skill in using linguistic rules, (4) Skill in determining appropriate diction, and (5) Skill in organizing writing procedures (Antika et al., 2023). Competence achieved in writing skills in grade 5 is related to the types of texts. Text is a social process that is oriented toward social purpose (Suwandi, 2019).

In the Merdeka Curriculum, based on the Regulation of the Minister of Education, Culture, Research, and Technology Number 032/H/KR/2024, one of the learning achievements in writing elements in grade 5 is that students are able to write various simple texts based on ideas, observation results, experiences, and imagination (Kemendikbudristek, 2024). One of the writing materials in grade 5 is writing short stories or writing fictional texts (Saraswati & Tarmini, 2022). Moreover, another writing material learned is writing expository text (Sihombing et al., 2017). The aim of writing learning is to enable students to create writing in various contexts effectively and efficiently (Anggraeni & Yolanda, 2018). Based on the explanation above, language rules and the context of writing have important roles in constructing simple essays written by students. This certainly must be considered and followed according to the correct rules to create high-quality writing.

Language rules are one of the problems faced by students in writing learning at primary school. Indicators of language rules include punctuation, language structure, word choice, and neatness (Muliasa & Janawati, 2022). This has not been fully implemented by students in their writing. When writing sentences, students still use incorrect spelling and punctuation. Furthermore, inappropriate and irregular sentence structure, as well as an inappropriate choice of diction, result in sentences that are difficult to understand by readers and ambiguous. Difficulties faced in advanced writing are errors in spelling, the use of capital letters at the beginning of sentences, and lack of use of punctuation. Moreover, the text structure is difficult for students to understand (Muliasa & Janawati, 2022). One of the problems in expository writing learning is that students still have problems understanding the structure of expository text (Monita & Sukartiningsih, 2021). Students are not fully able to write. This is because students are not able to express their ideas in writing and have limited use of spelling and punctuation (Inggriyani & Anisa Pebrianti, 2021). Another opinion by Salpianti and Dafit (2023) stated that students' difficulties in writing include the use of capital letters and spelling, inaccurate diction, and

lack of depth in their written reviews. Moreover, writing is considered a difficult, uninteresting, and boring activity (Faisal, 2022). Writing activities must be carried out repeatedly so that students are more proficient and problems in writing can be resolved immediately.

Based on the explanation above, the researcher conducted a field study to find out: 1) analysis of advanced writing skills in 5th-grade students, 2) analysis of difficulties faced by 5th-grade students in advanced writing. With these two analysis aspects, it is expected to be able to describe information clearly and in detail so that the results of the analysis can be used as the foundation for future studies that focus on improving advanced writing skills in 5th-grade primary school students. Advanced writing skills, including writing narrative, descriptive, expository, procedural, and explanation texts, are competencies that must be mastered by 5th-grade students. Various studies have been conducted to analyze the writing skills of 5th-grade students that focus on the difficulty and influencing factors. One of the studies conducted by Lawatri & Indihadi (2021) on writing explanation texts in grade 5 showed that students are able to write but still have difficulty in developing ideas, the accuracy of sentence structure, spelling, and combining sentences. Another study conducted by Safitri et al. (2022) identifies that students' skills in describing something through writing are still low, especially in sentence structure and the use of spelling.

## **RESEARCH METHOD**

This study used a descriptive qualitative approach to analyze students' advanced writing skills. The aim of this qualitative study was to describe in detail and in-depth a natural context in order to understand the actual conditions and what is truly occurring in the field (Fadli, 2021). This approach was chosen because it can provide a detailed and accurate description of actual conditions in the field. Subjects in this study were 5th-grade students and teachers in Gresik Regency. Meanwhile, the objects in this qualitative study consisted of the documentation regarding the results of the diagnostic analysis of writing skills and the results of interviews with 5th-grade teachers. Data collection used a test method and interview techniques. The steps taken in data collection were: 1) conducting an initial diagnostic test of writing skills and 2) conducting interviews with teachers and students. A test was used to assess initial diagnostic skills in advanced writing, while an interview was used to identify difficulties faced in advanced writing.

During the preparation stage, the researcher designed and developed an initial diagnostic test and interview questions. Moreover, in the implementation stage, the researcher conducted an initial diagnostic test and interviews with 5th-grade students and teachers. After that, data from the results of the test and interview were then analyzed using descriptive analysis techniques to obtain a comprehensive description of writing skills. The analysis process consisted of several stages, including data reduction, data presentation, and drawing a conclusion. Several indicators, which became the basis for analyzing the initial diagnostic of advanced writing skills, included language rules, describing pictures, and writing responses to a problem. The results of the analysis became the basis for designing learning in writing skills.

Based on the explanation above, the results of indicator analysis became the basis for designing activities and assessment of writing skills. Analysis of advanced writing skills is the initial stage of the ADDIE model, especially in the analysis stage. The findings from this stage were then used in the next stage, which was design.

## **RESULTS AND DISCUSSION**

Based on the results of an initial diagnostic test of 20 5th-grade students, the results of the analysis of several initial diagnostic indicators of advanced writing skills were obtained. The results of the analysis were elaborated in several indicators as follows:

1. Language rules (sentence structure, spelling, and punctuation)

In this indicator, 30% of students were able to construct sentences correctly, in accordance with the spelling, and use capital letters and punctuation correctly. Moreover, 50% of students were able to construct sentences with correct structure, spelling, and capitalization, but the use of punctuation is still incorrect. 20% of students were unable to construct sentences with correct structure, spelling, punctuation, and the use of capital letters.

2. Writing a sentence based on a picture

In writing the sentence, 50% of students were able to construct sentences based on the picture by paying attention to diction, coherence, and sentence structure. 20% of students were able to write sentences, but the correlation among the sentences was not cohesive. 15% of students were able to write sentences, but the spelling/words were incomplete, and the choice of words was not in accordance with the language rules. Meanwhile, 15% of students were able to write sentences, but the sentence structure was incomplete.

3. In responding to a case or problem, 70% of students were able to give logical responses to a problem by paying attention to the sentence structure and correct spelling. 25% of students were able to give a response, but the sentence structure and diction were not in accordance with the standard language rules. Meanwhile, only 5% of students were unable to give logical responses to a problem.

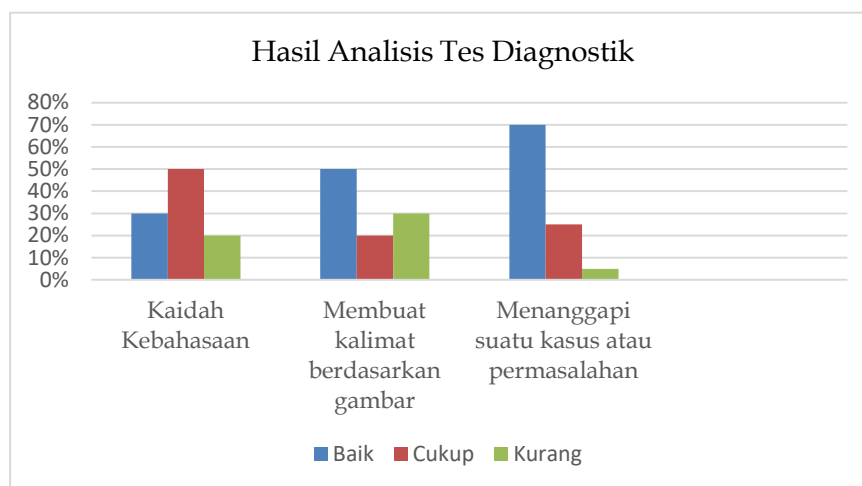


Figure 1. Diagram of the Results of Initial Diagnostic Analysis

Besides conducting the initial diagnostic test, an interview with two students was also carried out to find out more about the writing skills that have been mastered and the difficulties experienced in writing skills.

The following are the results of interviews with students regarding writing skills:

Informant : AK, 5th-grade student.

Table 1. The results of the Interview with Student 1

Question Indicator	Results of Analysis
Difficulties faced when carrying out an initial diagnostic test	"Difficulties occur; when describing a picture, I find it difficult to choose words."
What is the difficulty in writing so far?	"I am confused about what I have to write."
What can make it easier to write?	"I usually have discussions with friends. I also usually remember the activities around me. Before writing, it will be easier if there is an example."

The following are the results of interviews with students regarding writing skills:

Informant : AHA, 5th-grade student.

Table 2. The results of the Interview with Student 2

Question Indicator	Results of Analysis
Difficulties faced when carrying out an initial diagnostic test	"No difficulty."
What is the difficulty in writing so far?	"Still confused about writing capital"

Question Indicator	Results of Analysis
What can make it easier to write?	letters and punctuations." "I usually read books about history. So, writing will be easier."

The results of the interviews with students showed that the difficulty experienced in developing advanced writing skills was that students experienced confusion when starting writing activities. Students feel confused when trying to generate ideas for writing, so they need a longer time to find the writing topics. Students have not recognized the potential of their surroundings as a topic for writing. The process of generating ideas in writing requires various stimulations from the teacher as a learning facilitator. Moreover, in writing sentences, students experienced difficulties with spelling, distinguishing between lowercase and uppercase letters, and using punctuations, such as periods, commas, and others. Words used in constructing sentences used informal words or a mixture of regional languages. Based on students, writing becomes easier when the content is based on their personal experiences, when examples are provided before writing, and when students read more books.

Besides with students, the interview was also carried out with 2 5th-grade teachers. The following are the results of interviews with 5th-grade students.

Name : RM

Position : 5th-grade teacher

**Table 3.** The Results of the Interview with Teacher 1

Question Indicator	Results of Analysis
What writing skills are taught in grade V?	"Writing skills taught are 1. correct punctuation, spelling, and grammar. 2. Constructing effective sentences 3. Narrative and descriptive writing skills 4. And skills in organizing ideas in writing form.
In your opinion, how are students' writing skills currently??	For students with good skills in all four skills, the aspect that still needs improvement is organizing their ideas. For the majority of students with middle skills, besides having difficulty in organizing ideas, some students have difficulty in expressing ideas in the text. However, they have been able to distinguish texts. For students with low categories, skills 1 and 2 were mastered, but for effective sentences, some students still have difficulty.
What difficulties do you have in teaching writing skills?	"Students generally have low reading interest, resulting in less optimal understanding of a text. When expressing an idea in writing, most students have difficulty

Question Indicator	Results of Analysis
What factors influence these difficulties?	in playing with words and sentences, resulting in too simple writings so that it causes difficult to direct students in writing narrative or descriptive text properly." "Reading interest/literacy So, students in understanding text are satisfied by just recognizing its characteristics so that linguistic and skills in constructing words and sentences are lacking."

Name : GR

Position : 5th-grade teacher

**Table 4.** The Results of the Interview with Teacher 2

Question Indicator	Results of Analysis
What writing skills are taught in grade V?	"Writing skills taught are writing invitation, narrative, expository, descriptive, and procedure texts."
In your opinion, how are students' writing skills currently??	"In my opinion, students' writing skills are lacking. It can be seen from the messy writing and incorrect spelling. Students' imagination is lacking because they only imitate what is shown to them, so their skills do not develop. Limited vocabularies and a lack of synchronization between questions and answers."
What difficulties do you have in teaching writing skills?	"Difficulty in developing ideas."
What factors influence these difficulties?	"Materials read by students are not relevant to the environment. Moreover, another difficulty is the use of strange words or difficult words."

Based on the results of interviews with teachers, students still have difficulty in advanced writing. This difficulty arises due to several problems experienced by students in writing skills, including:

1. Messy handwriting and incorrect spelling. This can be influenced by students' intensity in writing directly on books and students' motor skills. The more often the students write by hand, the more their motor skills are honed. Moreover, the use of spelling that is considered difficult can be influenced by a lack of knowledge of correct spelling.
2. Underdeveloped imagination in writing. This is influenced by the limited stimulation provided in generating ideas. Thus, students find it difficult to develop ideas.
3. Limited vocabulary. This can be influenced by the lack of intensity in reading. The more frequently someone reads, the more vocabulary and knowledge they gain.

4. Difficulty in developing main ideas. This is due to students' lack of understanding regarding the concept of main ideas and a lack of practice in developing main ideas clearly and in detail.
5. Difficulty in differentiating the text structure. This is due to students' limited knowledge regarding the different text structures.
6. The lack of relevant teaching materials. Teaching materials that are not relevant to students' surrounding environment influence students' understanding of a concept.

This is in line with Agustin (2020), who stated that the difficulty of writing is influenced by a limited vocabulary due to students' lack of reading skills, so their insight and knowledge are lacking. Moreover, a study conducted by Ispandi et al. (2025) stated that the difficulty experienced by students regarding writing skills occurs when they are developing ideas in a text and difficulty in using punctuation. Another difficulty faced by students is a limited vocabulary in creating a text, so students do not use correct diction. According to Mariana et al. (2018), several difficulties in writing include the low ability to write stories coherently, the incorrect use of spelling and punctuation, and the lack of coherence between sentences. Factors influencing students' difficulty in writing include their reading interest and understanding of the text. Students lack an understanding of the content of the text. Interesting content is not only reading materials based on students' experiences, but the use of images will also facilitate students in writing/constructing sentences based on images and their experiences. This is in line with a study conducted by Antika et al. (2023), which suggests that difficulty in writing skills is influenced by the use of less interesting and less creative teaching materials in writing skill learning.

Difficulties and constraints in writing, based on Musaba (2018), are influenced by several things, including (1) disturbed concentration, (2) inadequate teaching materials as a provision for writing, (3) lack of ability to express ideas in the form of sentences, (4) lack of abilities in organizing ideas, (5) level of satisfaction with the writing results, and (6) feelings of laziness and boredom. This is reinforced by the opinion of Qadaria et al. (2023), who stated that internal factors causing difficulty in students' writing skills include low fine motor skills, low memory visual skills, low interest and motivation in learning, and study habits at home. Difficulties in writing certainly must be addressed in accordance with the impact of curriculum changes that require students to have quality and creativity in solving problems and have critical and positive attitudes (Rahayu et al., 2023).

Based on the results of the diagnostic test and interview with teachers and students, it can be concluded that the diagnostic analysis of advanced writing skills showed that students are able to develop ideas into a text, but they are still lacking in spelling, sentence structure, the use of capital letter, and punctuation so that improvement is required. Another difficult thing is to distinguish text structure and less relevant teaching materials. Moreover, writing difficulties are also influenced by internal factors within the students. The difficulty can be anticipated by providing reading content that is relatable to students.

## CONCLUSION AND SUGGESTION

This study demonstrates that the advanced writing skills of primary school students in Gresik are included in the moderately developed category. This can be seen from the results of the study, which shows that 5th-grade students are able to create essays or texts. However, aspects that must be considered are language rules (spelling, sentence structure, capitalization, punctuation), diction, and coherence between sentences. Difficulty faced during writing is when students develop ideas or concepts based on something they have never experienced or encountered before. Difficulty factors in writing must be addressed in accordance with the curriculum changes that are adaptive and relevant curriculum to current developments. At the end of this initial diagnostic report, the researcher recommends introducing students to various types of texts containing content related to their surroundings. Moreover, language rules must be improved so that advanced writing skills can continue to develop maximally.

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