



## ANALYSIS OF THE LEVEL OF DIFFICULTY OF CLASS V PRIMARY SCHOOL STUDENTS IN WRITING SHORT STORIES IN THE SUBJECT OF ENGLISH

Ayu Komalasari<sup>1</sup>, Aswadi Jaya<sup>2</sup>, Mega Prasrihamni<sup>3</sup>

<sup>1</sup>SD Negeri 06 Sungai Pinang

<sup>2,3</sup>Universitas PGRI Palembang

E-mail: <sup>1</sup>ayuaniszahri@gmail.com, <sup>2</sup>aswadijaya@yahoo.com, <sup>3</sup>megaprasrihamni@univpgri-palembang.ac.id

Accepted :

10 December 2023

Published :

10 January 2024

Corresponding Author:

Aswadi Jaya

Email Corresponding :

aswadijaya@yahoo.com

### ABSTRACT

This research aims to determine the factors that cause the level of difficulty in writing short stories in class V English at SD Negeri 06 Sungai Pinang and efforts to overcome them. The type of research used is qualitative descriptive research with the research object being a small scope which is the focus of the research. Based on the description of the results of research analysis carried out in class V of SD Negeri 06 Sungai Pinang, from the results of observations it is known that class V students of SD Negeri 06 Sungai Pinang are still relatively low in writing short stories. This is caused by internal and external factors of students. Efforts made to overcome students' difficulties in writing short stories are by providing additional hours for students who have difficulty writing.

**Keywords:** *Student Difficulties, Writing, Short Stories, English.*

### 1. INTRODUCTION

A learning system is an organized combination that includes human elements, materials, facilities, equipment and procedures that interact to achieve a goal. The human elements in the learning system are students, teachers, librarians, laboratory assistants, administrative staff and people who support the success of the learning process. A learning system is a component that is interconnected and interacts with each other to achieve a predetermined result (Sanjaya, 2016, p. 134). The learning system consists of a set of interconnected components that work together effectively and reliably in a learning activity to achieve

goals. (BU Hamzah, 2013, p. 322) According to (Vienna, 2013, p. 101) A learning system can be interpreted as a component that is interconnected with each other.

From the description above, it can be concluded that a learning system is an organized combination that includes human elements, materials, facilities, equipment and procedures that interact to achieve a goal and are interconnected with each other. The learning system is a process of interaction between students and educators to develop creative thinking in a learning process which will bring the desired results.

Short stories are stories that are more concise and straight to the point, unlike other

**Vol 7, No 1 (2024): ESTEEM**

works of fiction such as novels (Puspitasari, 2016). A short story is a series of events woven into one in which conflict occurs between characters or within the characters themselves in the setting and plot. The events in the story manifest relationships between characters, place and time which form a unity and in essence with real life, an event occurs because of the unity of people, place and time. From that unity events are formed. Short stories or short stories always present themselves like that. The difference is, events in reality are perceptual-communal, while events in stories are individual imagination. In short stories, events are described in words as the author's imaginative feelings about an imagined event (Mahendra, 2017, p. 73). Short stories themselves have characteristics such as being read in one sitting, short, concise and clear, having 500-10,000 words, consisting of one theme (Nurgiyantoro B., 2015, p. 48).

From this description it can be concluded that a short story is a type of written work that is short in form and describes an experience, has a denser storyline compared to other stories, has an interest in one soul and can be read to completion in just a short amount of time. long.

According to (Wijaya, Jaya & Prasrihamni, 2023 p.363) writing is an activity of compiling and recording as well as expressing ideas, which are interactive to achieve certain goals so that they can be viewed by readers. Writing short stories is one of the important activities for students in

elementary school because it can be used as a means to train students' language skills in writing, express ideas obtained from the results of students' imagination or thoughts as well as to explore and develop students' creative thinking abilities in writing short stories (Nurhidayati, Rahmawati, Pitriani, & Irwan, 2019, p. 224). In short story writing activities, many students think that writing short stories is an activity that requires more attention (Ananthia, Muliastuti, Harun, & Silawati, 2017, p. 394). Writing short stories also drains time and thought, is boring and difficult because it has to be done seriously, so it can be said that students' interest in writing short stories is very low, students have difficulty writing, choosing and deciding to develop themes and ideas for the stories they will write, so that when they express their ideas in writing, many students stop at the first sentence of the paragraph (Puspitasari, 2017, p. 249). This is because students lack or do not have the ability to think creatively on fluency indicators. Even when writing short stories, students do not have interesting vocabulary and lack mastery of diction and are afraid of making spelling mistakes. The problems experienced by these students will affect the short stories the students write.

Based on the conclusion above, writing short stories is an important writing activity for students in elementary schools because it can be used as a means to train students' language skills in writing, but writing short stories is also an activity that demands more attention.

**Vol 7, No 1 (2024): ESTEEM**

The difficulties experienced by students in writing short stories are the difficulty of determining the title of the essay that will be written, their reading skills are not fluent, and students are not fluent in expressing ideas using Indonesian.

Every student has a certain level of difficulty, it is the teacher's job as an educator and teacher to find solutions so that students' difficulties in learning can be overcome. Students' learning difficulties can be seen from the subjects they study, so English is a lesson that is considered difficult for students, in this case the level of difficulty students have in writing short stories. Learning difficulties can be seen from the nature of the difficulties between one student and another as a result of interviews with class V teachers at SD Negeri 06 Sungai Pinang, regarding the level of difficulty of students in writing short stories. From the results of the interviews, it was found that there were several students who were still lacking in determining the theme to be created, were not fluent in reading, were weak in thinking and had difficulty writing by putting together sentences in English.

Based on the description of the background above, the researcher was encouraged to conduct research with the title "Analysis of the Level of Difficulty of Class V Elementary School Students in Writing Short Stories in English Subjects" from what has been described in the background of the problem above, various problems emerged. The types of problems that can be identified are: (1) weak reading and writing abilities (2)

lack of student motivation to learn (3) lack of parental attention to children. The method used by researchers is a descriptive research method. The research sample used was class V students at SDN 06 Sungai Pinang, and the material used in this research was about writing short stories.

In this case, the researcher formulated the problem to be researched, namely "(1) what are the factors that cause the level of difficulty in writing short stories in class V English subjects at SDN 06 Sungai Pinang (2) what are the efforts to overcome the level of difficulty in writing short stories in the subject English class V at SDN 06 Sungai Pinang. The aim of this research, based on the problem formulation stated above, is to explain the factors and explain the causes of the level of difficulty in writing short stories in class V English at SDN 06 Sungai Pinang.

## **2. LITERATURE REVIEW**

### **Understanding Learning Difficulties**

Learning difficulties are a situation where students are less able to face the demands that must be made in the learning process so that the learning process and results are less than satisfactory or optimal. Learning difficulties are a student's condition in which the learning process is characterized by obstacles in achieving learning outcomes, so that the condition of students can learn as they should. (Uatami, 2020, p. 96). According to Koswara (2013, p.7) Learning difficulties are often identified with learning disabilities,

**Vol 7, No 1 (2024): ESTEEM**

low achievement, not being able to participate in learning which has an impact on falling behind in learning at school.

According to Habiburrahman (2016, p.32) The difficulties that elementary school students often face in learning English are difficulties in understanding texts and also difficulties in understanding language skills in the English material. This is also caused by several factors, both internal and external factors of students. From several definitions of learning difficulties, it can be concluded that the learning difficulties experienced manifest as a deficiency in the academic field in a specific subject, namely difficulties in writing.

**Understanding Short Stories**

Short stories are stories that are more concise and straight to the point, unlike other works of fiction such as novels (Puspitasari CT, 2016, p. 29). Short stories are a type of literary work that is told in written form in the form of short, clear and concise stories (Yadi, 2017, p. 65). Short stories explain stories or narratives about humans and their intricacies through short writing (Siti, 2019, p. 98). Based on the explanation above, it can be concluded that short stories are a type of literary work that is told in clear and concise written form which describes stories or narratives about humans and their ins and outs through short writing.

**Elements of a Short Story**

According to (Ernawati, 2019, p. 65) Interintrinsic elements are developmental

elements that originate from within a literary work. The intrinsic elements of literary work development consist of:

## a) Theme

Theme is the main idea that underlies a story or the main problem that is the soul of the literary work.

## b) Flow/plot

It is a series of events that form a story. Generally consists of introduction, exposure, conflict, control or complication, climax, completion. There are several types of flow, namely:

## a) Forward flow

## b) Backward flow

## c) Background/setting

## d) Language style

## e) Characters/characterization

## f) The author's point of view.

**Short Story Text Structure**

(Kosasih, 2016, p. 110) Short stories have a text structure consisting of six parts, namely as follows:

## a) Abstract

Explains the part of the story that describes the entire content of the story.

## b) Orientation

An introduction to the story, both regarding the characterization and the seeds they experience.

## c) Complications

The part of a short story that tells the peak of the problems experienced by the main character.

## d) Evaluation

**Vol 7, No 1 (2024): ESTEEM**

The flow of conflict is starting to loosen up.

## e) Resolution

The final completion stage of the entire story series.

## f) Code

The author's final comment on the overall content of the story.

appropriately and creatively for various purposes.

d) Using English to improve intellectual abilities, as well as emotional and social maturity.

e) Utilizing literary means to broaden insight, character and improve knowledge and language skills.

f) Appreciate and be proud of English literature. The treasures of British human intellectual culture.

g) Determine the object or theme to be described.

h) Determine goals.

i) Collect data by observing the objects described.

j) Arrange the data into a good sequence (systematic) or create an essay framework.

**Position of English**

In essence, if a language is not linked to social status and values by its users, the language only has one very basic function, namely as a tool for oral and written communication. In reality, language cannot be separated from people's life activities, which are in fact inseparable from issues of status and social values. Language always follows and colors everyday human life, both as members of a tribe and as members of a country (Karyanti, 2015, p. 215). Positioned as the state language, English is used in all state ceremonies, events and activities, both verbally and in writing, documents, laws, regulations and correspondence issued by the government and other state agencies are written in English (Ahmad, 2016, p. 45).

**English subject objectives**

- a) Students have the ability to communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing.
- b) Appreciate and be proud to use English as the language of unity and state language.
- c) Understand English and understand it

**Primary School English Objectives**

The objectives of English subjects in elementary school according to (Asih, 2016, p. 106) as follows:

1. Students respect and take pride in English as a unified (national) language and state language.
2. Students understand English in terms of form, meaning and function, and use it appropriately and creatively for various purposes, needs and circumstances.
3. Students have the ability to use English to improve intellectual abilities, emotional maturity and social maturity.
4. Students have discipline in thinking and language (speaking and writing).

**Vol 7, No 1 (2024): ESTEEM**

5. Students are able to enjoy and utilize literary works to develop their personalities, broaden their outlook on life, and improve their knowledge and language skills.
6. Students appreciate and develop English literature as a treasure of British human intellectual culture.

**3. METHODS**

In this research, researchers used descriptive qualitative research methods. Descriptive research is research that attempts to provide a picture using words and numbers or a problem profile or outline of stages to answer the questions who, when, where, and how for certain purposes and uses. (A. Hamzah, 2019, p. 10), This research was conducted to find out how students' difficulties in English lessons at SDN 06 Sungai Pinang. The objects of this research were class V students at SD Negeri 06 Sungai Pinang. The informants in this research were the class teacher for class V. There were 24 students in class V at SD Negeri 06 Sungai Pinang, a class teacher and the principal at SD Negeri 06 Sungai Pinang who provided information about the situation and conditions of the research setting.

The data source in research is the subject from which the data can be obtained. Data sources were obtained by researchers from informant sources who knew the problem being researched, observed and recorded directly such as interviews, observations and documents. This data was obtained from written sources at SD Negeri

06, which were then collected by researchers from sources related to the research.

When viewed from the data source, data collection can use primary sources and secondary sources. Primary sources are data sources that directly provide data to data collectors, and secondary sources are sources that do not directly provide data to data collectors, for example through other people or through documents. Furthermore, when viewed in terms of data collection methods or techniques, data collection techniques can be carried out by observation, interviews, documentation and a combination. (Sugiyono, 2019, p. 409).

**Table. 2.1** Teacher interview grid

Question	Answer
Can students work on material about writing short stories?	
How do students react to learning material about writing short stories?	
What is the teacher's response or action if a student has difficulty writing a short story?	
What are the factors that make students difficult to write short stories?	
How do teachers deal with students who have difficulty writing short stories?	
Does the teacher take the time to help students who have difficulty writing short stories?	
What impact does	

this have on the learning process for students who have difficulty writing short stories?  
 Does the teacher provide motivation to students who have difficulty writing short stories?  
 What are the achievements achieved by students who have difficulty writing short stories?  
 How do other teachers respond to students who have difficulty writing short stories?

stories?  
 Do students often study at home?  
 How do parents provide guidance to students who have difficulty writing short stories?

**Table. 2.2** Student interview grid

Question	Answer
How do students react when given short story writing material by the teacher? Do students understand what the teacher teaches in short story writing material? What do you want students to do if they don't understand the material presented by the teacher? What factors cause students' difficulties in writing short stories? Do students often ask questions when the teacher explains short story material? How do teachers guide students who have difficulty writing short	

**4. RESULTS AND DISCUSSION**

The results of this research are to discuss the difficulties of fifth grade students at SD Negeri 06 Sungai Pinang in writing short stories in English subjects, where the data results are taken in the form of qualitative descriptive.

In carrying out the research, the initial stage of observation was to see how class V students' learning activities were conducted directly, the learning process carried out by students to find out the factors causing students' difficulties in writing short stories, then interviews were conducted with class V teachers and also class V students to strengthen the data, so that researchers can analyze the results of students' difficulties in writing short stories in class V of SD Negeri 06 Sungai Pinang.

**Observation Results**

Based on the results of observations related to activities during classroom learning activities carried out by researchers on 22 class V students of SDN 06 Sungai Pinang. The analysis results of student assessments in writing short stories can be seen in the following table.

**Table 4.1** Results of Analysis of Student Scores in





**Vol 7, No 1 (2024): ESTEEM**

experienced difficulty in writing short stories in the English subject. The following are interviews that researchers conducted with several class V students at SD Negeri 06 Sungai Pinang

**1) Difficulty writing a short story for a class V student named Rendi**

Based on the results of interviews conducted by researchers, Rendi's difficulty factors were his lack of reading fluency, lack of learning, weak thinking abilities in students.

**2) Difficulty writing a short story for a student named Ridho**

Ridho is a student who has difficulty writing short stories. The factors that make Ridho difficult in writing short stories are his lack of reading fluency and the student's weak thinking ability.

**3) Difficulty writing a short story for a student named Ariya**

Based on the results of interviews conducted by researchers with Ariya, Ariya is not fluent in reading so she cannot put sentences together into short stories and her laziness in studying causes students to be weak in thinking.

**4) Difficulty writing a short story for a student named Nabila**

Nabila was one of the students who was left behind in class V. In the results of interviews conducted by researchers, the factors were weakness and delay in thinking and no motivation to study.

**5) Difficulty writing a short story for a****student named Ainia**

Based on the results of the interview, Ainia has difficulty composing sentences and lacks attention from her parents.

**6) Difficulty writing a short story for a student named Dika**

Based on interviews conducted by researchers with students, according to him, learning in class looks monotonous so Dika lacks enthusiasm for learning.

**7) Difficulty writing a short story for a student named Hendi**

Hendi is a student who is smart and active in sports, so he is only enthusiastic about studying sports rather than other lessons such as English.

**8) Difficulty writing a short story for a student named Rohani**

Based on the results of interviews conducted by researchers, the factors of difficulty that these students had were mental retardation, a high sense of distrust, poor reading fluency, and weak thinking abilities in students.

**9) Difficulty writing a short story for a student named Aisyah**

Aisyah is a student who has difficulty writing short stories. The factor that makes Aisyah difficult in writing short stories is that there is no motivation within the student.

**10) Difficulty writing a short story for a student named Yohanes**

Based on the results of interviews with 22 students, Yohanes had difficulty reading and lacked attention from his parents.

**Vol 7, No 1 (2024): ESTEEM****11) Difficulty writing a short story for a student named Putri**

Based on the results of interviews conducted by researchers with 22 students, the difficulty factors experienced by the student named Putri were her lack of reading fluency, lack of motivation to learn so that her thinking ability became weak.

**12) Difficulty writing short stories for Eva students**

Eva is a student who has difficulty writing short stories. The factors that make Eva have difficulty writing short stories are her lack of reading fluency, no motivation to study and parental factors that are not paid enough attention.

**13) Students' difficulties in writing Afrizal's short stories**

Afrizal is one of the students who is also talented and active in sports, so it is only his enthusiasm when studying sports rather than other learning such as English that causes him to be less fluent in reading and writing.

**14) Students' difficulties in writing Naila's short story**

Based on the results of interviews conducted by researchers with 22 students, the factors of difficulty experienced by Naila were a high sense of distrust, lack of reading fluency, and weak thinking abilities in students.

**15) Students' difficulties in writing Friska's short story**

Based on the results of the interview, the factors that influenced Friska were mental

retardation, a high sense of distrust, and factors that parents did not pay enough attention to.

**16) Students' difficulties in writing the short story Mutiara**

Based on the results of interviews conducted by researchers, Mutiara is one of the students who is quite smart in class, but Mutiara has a high sense of lack of self-confidence, so this factor influences her writing short stories.

**17) Students' difficulties in writing Keysha's short story**

Based on the results of the interview, Keysha is also a quite smart student in class. The factor that influenced Keysha's difficulty in writing short stories was the factor of her friendship environment.

**18) Students' difficulties in writing the short story Reli**

Based on the results of interviews conducted by researchers, Talita had difficulty writing short stories because there was no motivation within the students.

**19) Students' difficulties in writing Wildan's short story**

Based on the results of the researcher's interview with Wildan, according to him, learning in class looked monotonous so Dika was less enthusiastic about studying.

**20) Difficulty writing Yumna's short story**

Based on the results of the interview, Ainia has difficulty composing sentences and lacks attention from her parents.

**21) Difficulty writing Miko's short stories**

**Vol 7, No 1 (2024): ESTEEM**

Hendi is a student who is smart and active in sports, so he is only enthusiastic about studying sports rather than other lessons such as English.

**22) Difficulty writing Talita's short story**

The difficulty factors experienced by the student named Talita were her lack of reading fluency, lack of motivation to learn so that her thinking ability became weak.

**5. CONCLUSION**

The level of difficulty for fifth grade students at SD Negeri 06 Sungai Pinang tends to lead to less fluency in reading and weak writing skills, lack of motivation to study, and weak attention from parents. So there are still students who often cheat on their friends. Parents' busy lives also affect children, because children cannot be properly looked after at home and the facilities are inadequate when studying at home.

In this case, the efforts made to overcome students' difficulties in writing short stories are by providing additional hours for students who have difficulty writing, teachers giving more attention to students who have difficulty writing short stories, teachers providing motivation to students so that they are not monotonous when learning takes place, teachers also provide additional assignments to students who have difficulty writing short stories so that students can remember and study them well.

**6. ACKNOWLEDGEMENT**

The author expresses gratitude to Allah SWT for the bestowed mercy that enabled the timely completion of the thesis. The thesis, titled "Analysis of The Level of Difficulty of Class V Primary School Students in Writing Short Stories in The Subject of English" serves as a fulfillment of a requirement for the S1 degree in the English Education study program at the University of PGRI Palembang.

**7. REFERENCES**

- Ahmad. (2016). *English For Colleges*. Jakarta: PT Gelora Aksara Pratama.
- Al Ma'ruf, Ali, I., & Farida, N. (2017). *Literature Review Theory and Application*. Surakarta: Djiwa Amarta Press.
- Alfin, J. (2014). *Appreciation of English Literature*. Surabaya: UIN Sunan Ampel Press.
- Alfiyah. (2020). *Problems of Writing Short Stories for Class V Elementary School Students*. 82.
- Aminuddin. (2015). *Introduction to Literary Appreciation*. Bandung: Sinar Baru Algensindo.
- Anisatun. (2018). *English Language Learning Models in Elementary/MI*. Yogyakarta: Ar-ruzz Media.
- Anzar, & Mardhatilla. (2017). Analysis of Students' Learning Difficulties in Learning English in Class V Primary School of SD Negeri 20 Meulaboh, West Aceh Regency, 2015/2016 Academic Year. *Bina Gogik*, 53-54.
- Arikonto. (2010) *Research Procedures A Practice Approach*. Yogyakarta: PT Rineka Cipta,
- Love. (2016). *English Learning Strategy*. Bandung: CV Pustaka Setia .

**Vol 7, No 1 (2024): ESTEEM**

- Atmazaki. (2013). *Revealing the Future: English Language Learning Innovations in the Context of Smart Character Development*. Padang: UNP.
- Habiburrahman. (2016). *Diagnosis of Learning Difficulties and Remedial Teaching in Science Education*. Jakarta: Department of Education and Culture.
- Hamalik (2010). *Curriculum and Learning*. Bandung: Earth of Letters
- Hamzah, BU (2013). *Learning Planning*. Jakarta: PT. Earth Letters.
- Hamzah, A. (2019). *Qualitative Research Methods*. Malang: Liberation of the Archipelago.
- Husnul, K., & Kartika, CS (2016). Analysis of the Difficulty of Writing Essays in Class IV Students of SDN 2 Panjer. *Proceedings of the National Seminar on Educational Innovation Univ*. Eleven March, Surakarta.
- Indriani, M. (2019). Improving the Ability to Write Fantasy Stories by Using Story Videos. *prasi: Journal of Language, Arts and Teaching*, 56-64.
- J, N. (2017). *Research methodology*. Jakarta : Kencana.
- Jamaris, M. (2014). *Learning Difficulties Perspective, Assessment, and Overcoming*. Bogor: Ghalia England.
- K.T. (2015). *The Position and Function of English in National and State Life*. *Culture*, 102-103.
- Khotimah, H., & Suryandari, KC (2015). *Analysis of the Difficulty of Writing Essays in Class IV Students of SDN 2 Panjer*.
- Kosasih. (2016). *Types of Text*. Bandung: Yrama Widya.
- Koswara, D. (2013). *Education of Children with Special Needs and Specific Learning Difficulties*. Bandung: Luxima Metro Media.
- M, M. (2013). Improving Short Story Writing Skills with the Help of Audio Visual Media Foreign Film Trailers. *Journal of Language, Literature and Learning*, Padang State University, 1.
- Mahendra, R. (2017). *Ability to Write Short Stories in Students*. 7.
- Mukhtar, W. (2022). *Analysis of Students' Level of Difficulty in Writing Stories in English Subjects in Class IV of SDN Mannuruki*.
- Nafiah, SA (2017). *SD/MI English Language Learning Models*. Ar Ruzz Media.
- Nurgiyantoro. (2017). *Fiction Study Theory*. Yogyakarta : Gajah Mada University Press.
- Nurgiyantoro, B. (2015). *English Language & Literature Learning Assessment*. Yogyakarta: Yogyakarta: BPFE.
- Nurhidayati, Rahmawati, Pitriani, & Irwan. (2019).
- Pajwatin, W. (2023). *Analysis of Factors Causing Difficulty Writing Essays in English Language Learning for Class III Students at SDN Bebie*.
- Pakpahan, AF, Prasetio, A., & Negara, ES (2021). *Scientific Research Methodology*. Jakarta: Kita Write Foundation.
- Puspitasari, CT (2016). *Application of Animation Film Media to Improve Short Story Writing Skills*. 3.
- Rahmadi. (2011). *Introduction to Research Methodology*. Banjarmasin: Antasari Press.
- Rahmadi. (2011). *Introduction to Research Methodology*. Banjarmasin: Antasari Press.
- Rahmawati, A. (2022). Analysis of the Difficulty of Writing Essays in Class VA Students at SD Negeri 1 Kalamangan. *Anterior Journal*, 86-91.
- Riswandi. (2021).

**Vol 7, No 1 (2024): ESTEEM**

- Riswandi, B. (2021). *The Red Thread of Prose*. Tasikmalaya: Library Subscription.
- SB, D. (2016). *Teaching and learning process*. Jakarta: Bumi Literacy.
- Sanjaya. (2016).
- Sholicahah. (2018). Educational theories in the Koran. *Journal of Islamic Education*, 23-46.
- Simanjuntak. (2014). *Research Methodology*. Jakarta: Rineka Cipta.
- Simarmata. (2019). *Everyone Can Write a Book*. Medan: Our foundation writes.
- Siti, N. (2019). *Super Student Independent Learning Patterns in English*. Bandung: Yrama Widya.
- Siti, N. (2019). *Super Student Independent Learning Patterns in English*. Bandung: Yrama Widya.
- Slameto. (2015). *Learning and Factors That Influence It*. Jakarta: PT. Rineka Cipta.
- Soedjono. (2013). Learning Difficulties and English Language Teaching. Jakarta: Department of Education and Culture, Director General of Higher Education, PPLPTJ.
- Suastika, N. (2019). Understanding writing difficulties.
- Sugihartono. (2017). *Innovative Learning Models and Their Application in CI-BI Elementary/Middle Schools*. Semarang: Rajawali.
- Sugiyono. (2017). *Quantitative Qualitative Research Methods and R&D*. Bandung: Alfabeta.
- Sugiyono. (2019). *Quantitative Qualitative Research Methods and R&D*. Bandung: Alfabeta.
- Sujana. (2019). Functions and Objectives of British Education. *Journal of Elementary Education*, 29.
- Uatami, F.N. (2020). The Role of Teachers in Overcoming Elementary School Students' Learning Difficulties. *Journal of Educational Sciences*, 93-101.
- Utami, F. (2020). The Role of Teachers in Overcoming Elementary School Students' Learning Difficulties. *Educative: Journal of Educational Sciences*, 93-100.
- Vienna, S. (2013).
- Wijaya, A,M,K., Jaya, A., & Prasrihamni, M. (2023). Developing The Teaching Materials For Writing Short Stories Based on The Savi Approach (Somatic, Auditory, Visualization, Intellectual). *Esteem: Journal of English Education Study Programme*, 6(2), 361-369.
- Yadi, M. (2017). *English Companion Textbook*. Bandung: Yrama Widya.
- Zubaidah, E. (2015). Increasing Students' Ability to Write Children's Stories Through Guided Writing Strategies. *Litera*, 14.