

Qualitative Study of Topic Mapping in Descriptive Texts by Seventh Grade Students at Colomadu Public Junior High School 3

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Abstract

This study aims to map the variety of topics in descriptive texts written by seventh-grade students at SMP Negeri 3 Colomadu. Previous studies have not extensively mapped topics in descriptive texts written by junior high school students. This study uses a qualitative descriptive method by analyzing 14 texts. The results show seven topic categories, with animals dominating five texts, followed by places in three texts and food and drinks in two texts, while objects, figures/families, concepts/abstracts, and plants only appeared once. These findings show a tendency for students to choose concrete objects that are close to their daily experiences. This study contributes to the understanding of students' topic selection patterns, which teachers can utilize to develop descriptive writing learning strategies that are more suitable for the characteristics of their students.

Keywords: *topic mapping, descriptive text, writing skills*

Introduction Section

Indonesian language is a compulsory subject studied at all levels of basic education to higher education in Indonesia. According to Asmarine (2016: 10), Indonesian language learning is aimed at improving students' ability to communicate in Indonesian properly and correctly, both orally and in writing, as well as fostering appreciation for Indonesian literary works. According to Ikhlas & Sobri (2023:312), writing skills are usually associated with composing. Composition is the expression of ideas or thoughts through writing. According to Helda, et al (2020:182), composition essentially consists of five types: narrative composition, descriptive composition, persuasive composition, argumentative composition, and expository composition. The type of writing used in this study is descriptive writing.

Descriptive texts aim to describe something related to experiences based on sensory observations, such as its shape, sound, taste, behavior, or movements, so as to capture the reader's imagination and make them feel as if they are directly experiencing what is being discussed in the text. In writing descriptive essays, writers are required to describe objects in as much detail as possible (Mahargyani et al., 2012). Based on the functions described above, it can be concluded that descriptive texts aim to explain something individually and in detail based on its physical characteristics. Therefore, by reading descriptive texts, readers can feel or imagine the object being described.

Although descriptive writing has been taught, in reality many students still experience difficulties in the writing process. Nurhuda (2018:5) points out several problems and difficulties in writing descriptive essays, namely finding ideas for writing material and determining the vocabulary to be used in constructing sentences. Meanwhile, according to Fatkasari (2017:727), the main factor faced by students in learning descriptive writing is that the teaching methods used are still conventional. This is evidenced by the fact that students' scores have not reached the minimum passing grade because they are not accustomed to writing descriptive essays, teachers have not used interesting learning models, and there is a lack of appropriate writing strategies, resulting in students being less active in interacting and developing their ideas.

Several previous studies have shown efforts to improve writing skills through certain strategies. Herlina et al. (2023) found that the use of mind mapping can improve the ability to write rhymes. Similar findings were obtained by Marjuki (2016), who stated that the mind mapping model can improve students' ability to write short stories. Rustono (2018) also reported that this technique helps students organize and develop ideas when writing narratives. In addition, Ikhlas & Sobri

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(2023) revealed that many students still have difficulty expressing their ideas coherently when writing essays. These studies have not specifically reviewed the aspects of topic selection and mapping in students' descriptive texts.

Based on previous research, studies on students' writing abilities generally focus on the use of learning strategies or models, such as mind mapping and idea development techniques. However, no research has been found that directly examines how students select and map topics in descriptive texts, especially among seventh-grade junior high school students. Topic selection is a crucial initial stage that determines the direction of writing development and the quality of the resulting description. This gap makes topic mapping analysis important for further research.

Exploring how students determine, select, and group topics in descriptive writing is an important step in understanding their thinking tendencies, interests, and ability to describe objects in a coherent and detailed manner. Through the topic mapping process, researchers can obtain an empirical picture of the patterns of object selection that students find interesting and the extent to which they are able to develop descriptions systematically. This information is very useful for teachers as a basis for designing more targeted and responsive writing learning strategies that meet students' needs. The relevance of this research is further strengthened by the fact that there has been no study specifically exploring patterns of topic selection and grouping in descriptive writing at the junior high school level, so this study fills that gap by providing a more focused and comprehensive analysis.

This study aims to describe the mapping of topics in descriptive texts written by seventh-grade students at SMP Negeri 3 Colomadu and to identify the most dominant topics chosen by students. The analysis was conducted to see how students chose objects to describe, organized information, and developed the content of their writing in accordance with the characteristics of good descriptive texts.

This study is novel in that it provides a systematic analysis of topic categories in students' descriptive texts, which has not been widely researched. This study contributes to the empirical understanding of students' descriptive topic trends and their potential as a basis for developing more effective writing learning strategies. The findings of this study are expected to enrich the study of descriptive writing skills and provide practical input for teachers in developing more focused learning activities.

Method

This study uses a qualitative descriptive method because this approach allows researchers to describe and interpret linguistic phenomena in depth. This method is relevant for topic mapping analysis, which requires a contextual understanding of the content structure and relationships between topics in descriptive texts. According to Waruwu, M (2023), qualitative research is descriptive and analytical in nature. Descriptive in qualitative research means describing and elaborating on the events, phenomena, and social situations being studied. Analysis means interpreting and comparing the research data. Thus, this approach provides a strong methodological basis for revealing the patterns of topic arrangement in the descriptive texts of seventh-grade students at SMP Negeri 3 Colomadu.

The research data consisted of descriptive texts written by students and observations of the process of learning to write descriptive texts. The data sources came from students who were active participants in Indonesian language learning. Data collection techniques included documentation to obtain students' written texts; observation to see the learning process directly; and listening and note-taking to observe the use of language in students' texts. Data validity was tested using source triangulation to compare facts from one source with another and technique triangulation to verify the data from the same source using different techniques.

Data analysis was conducted using an interactive data analysis model. This model was chosen because it allows researchers to systematically analyze the structure of text content through a repetitive cycle. The analysis was carried out in three core steps: first, data reduction, which involved selecting, simplifying, and organizing relevant data related to the structure of topics, subtopics, and descriptive details. Second, data presentation to compile tables mapping topics, themes, and descriptive patterns to facilitate interpretation. Third, drawing conclusions and verification by interpreting topic patterns, making limited generalizations, and checking their consistency with the overall data.

The research procedure was systematically arranged, covering four main stages: (1) the preparation stage, which included proposal preparation, literature study, and licensing; (2) the data collection stage through documentation, observation, and listening and note-taking; (3) the data analysis stage, which involves identifying, grouping, and interpreting topics and descriptive styles in students' texts; and (4) the final report stage, which summarizes the entire research process, findings, and conclusions in accordance with scientific principles.

Result and Discussion

To obtain a comprehensive picture of the patterns of topic selection by students, all texts were analyzed and grouped into several categories of descriptive text topics. This grouping aimed to identify students' tendencies in choosing concrete or abstract objects in their descriptive writing.

Table 1. Types and Titles of Descriptive Text Topics Written by Students

No	Nama Siswa	Jenis Topik	Judul Teks Deskripsi	Topik Utama
1	BI	Abstrak/ Konkret	Bahasa Inggris	Bahasa Inggris
2	TN	Keluarga	Pelindung dan Sahabatku adalah Ayah	Ayah
3	AL	Makanan/ Minuman	Nasi Goreng yang Lezat	Nasi Goreng
4	KS	Makanan/ Minuman	Minuman Matcha Favoritku	Matcha
5	EV	Tempat	Pantai Prangtritis	Pantai
6	SP	Tempat	Candi Borobudur	Candi
7	FN	Tempat	SMP Al-Islam	Sekolah
8	RH	Hewan	Merpati Kesayangan Ku	Merpati
9	BS	Hewan	Hamster	Hamster
10	AE	Hewan	Kunang-Kunang	Kunang-kunang
11	RD	Hewan	Kucing Kesayangan ku	Kucing
12	AG	Hewan	Kelinci Putihku	Kelinci
13	SS	Benda	Boneka Lucuku	Boneka
14	SV	Tanaman	Tanaman Padi, Sumber Kehidupan Petani Jawa	Tanaman Padi

The descriptive texts written by BI students raised the topic of “English”, which falls into the category of abstract concepts or topics because it discusses language as a means of communication and an object of learning, as seen in the students' statement that "English is the main language of international communication." This choice of topic differs from the general trend in research findings, where most students prefer concrete topics such as animals or places. The courage of BI students in choosing abstract themes shows that conceptual abilities can emerge when students have adequate learning experiences or are frequently exposed to academic discussions in class. These findings also show that although the number of abstract topics is small, this variation indicates different cognitive developments among students and confirms that the learning context also influences how they map and develop ideas in descriptive texts.

The descriptive text by TN student with the title “My Protector and Friend is My Father” falls into the category of character/family topics because it focuses on someone who has an emotional closeness to the writer. Quotes such as "his face is serious when he works, but at home he always smiles" and "his eyes are friendly and his voice is soft" show that students describe characters through a combination of physical and relational details. The choice of this topic confirms that family relationships are a strong source of personal experience for junior high school students, encouraging them to express their admiration, sense of security, and moral values that they derive from these figures. Analytically, the choice of the

family theme illustrates that emotional aspects and daily interactions influence students' ability to write descriptions, especially in highlighting the characters, roles, and values that are considered important in their lives.

Based on data 3 and 4, the texts AL "Delicious Fried Rice" and KS "My Favorite Matcha Drink" show a pattern of topic mapping that focuses on physical characteristics and sensory experiences as the basis for description. AL highlights visual and taste aspects through the quote "golden brown with the aroma of onions," which shows a tendency for students to choose concrete details to build a strong image of familiar foods. Meanwhile, KS emphasizes a combination of sensation and function, as seen in the quote "smooth texture... slightly bitter taste" and the mention of the health benefits of matcha. This analysis shows that food and drink are dominant topics because they are easy to observe, familiar, and allow students to combine objective descriptions with subjective assessments.

Mapping the topics in the students' descriptive texts reveals variations in focus related to the type of object described and the writer's experience. The EV text about Parangtritis Beach emphasizes sensory experiences and the natural atmosphere, with quotes such as "black sand stretching out" and "the sun setting with a beautiful orange glow," showing that students use direct observation and visual imagination to construct descriptions. In contrast, the SP text about Borobudur Temple emphasizes facts and structural details, such as "three circular staircases decorated with small stupas," which indicates the students' ability to organize historical and architectural information systematically. Meanwhile, the FN text about SMP al Islam highlights social values, school activities, and religious aspects, such as "teaching students to learn about Islam," which shows that social context and personal experiences also influence students' choice of topics and focus of description.

The mapping of topics in the EV, SP, and FN texts shows that students' tendency to choose concrete topics, such as tourist attractions, historical buildings, and the school environment, reflects the dominance of concrete experiences in the writing process. The focus on physical details, sensory experiences, and social values shows that students use mapping strategies to organize information in a structured and coherent manner.

Analysis of the mapping of students' descriptive texts shows a focus on pets and everyday fauna, such as pigeons, hamsters, fireflies, cats, and rabbits. Students not only describe physical characteristics but also map behavior, habitat, and emotional relationships with objects. For example, RH wrote, "I have a pigeon that I named Joni," emphasizing personal experience, while BS presented scientific aspects: "Hamsters are small animals belonging to the order Rodentia... originating from subtropical regions such as Mongolia and northern China," demonstrating factual organization of information. AE highlights the biological function of fireflies, RD describes the behavior of his pet cat, and AG emphasizes his emotional interaction with rabbits.

Analysis of the mapping with the animal topic shows that students combine concrete observations, biological facts, and personal experiences to create coherent and meaningful descriptions. The dominance of animal topics indicates a tendency for students to write based on everyday experiences that are familiar to them. These findings support previous research (Herlina, et al., 2023; Marjuki, 2016) which shows that topic mapping can facilitate idea development, directed text structure, and students' ability to organize information systematically and emotionally.

Based on data 13, the SS student's descriptive text raised the topic of "dolls," which falls under the category of objects. The author began with a general description of dolls as children's favorite toys: "dolls are games that are very popular with children" and emphasized their cute and adorable shapes. Next, the writer maps out the materials used to make dolls, such as "cotton, wool yarn, wood," and highlights a preference for cotton dolls. The functions of dolls are also explained, for example, "they can be used as bedtime companions or collectibles," before focusing on the author's own doll, named "Popoyo," with detailed physical characteristics: "slanted eyes, round nose, long ears, small feet." Analysis of the SS text shows that students not only describe physical characteristics but also associate objects with personal experiences and emotional values, making the text more meaningful and coherent. The dominance of in describing physical aspects, functions, and personal values reflects the students' ability to map information systematically.

Based on data 14, the SV student's descriptive text, the main topic "Rice Plants" is included in the plant category and mapped comprehensively. The author begins with the physical characteristics and growth of rice: "it grows lushly in the fields when young and green, turning golden yellow towards harvest time," emphasizing the obvious visual changes during the plant's life cycle. Next, social and cultural aspects are explained, such as the traditions of selamatan or kenduri and reverence for the goddess Dewi Sri, which show that rice has more meaning than just a food crop, but is also a spiritual and cultural symbol. Finally, the symbolic and economic values are raised: "rice is a symbol of prosperity and the hard work of farmers" and "rice is the staple food of the Javanese people," indicating the practical and cultural relevance of rice in everyday life. The SV text analysis shows that students are able to organize ideas systematically, combining physical, cultural, and economic aspects, so that the descriptive text is richer and more meaningful. These findings support previous research (Rustono, 2018) that topic mapping can improve students' ability to structure information and develop descriptive writing skills in a focused manner.

Based on the analysis of 14 descriptive texts, it appears that students more often choose concrete topics such as animals, places, and food, rather than abstract topics or concepts. For example, animal topics such as pigeons, hamsters, fireflies, cats, and rabbits dominate because students are able to clearly map physical characteristics, behavior, and emotional value. Topics about places and school facilities, such as Parangtritis Beach, Borobudur Temple, and Al-Islam Junior High School, highlight identity, physical structure, and cultural and social values, while topics about food and drinks emphasize sensory sensations and personal impressions. Abstract topics, such as English, appear less frequently because

they require more complex conceptual thinking, which shows that students tend to write based on real and familiar experiences.

This tendency shows the relationship between topic selection and students' cognitive and sociocultural backgrounds. Students tend to write about topics that can be visualized and experienced directly, in line with constructivist theory, which emphasizes the importance of real experiences in learning. In addition, personal topic choices, such as pets or favorite foods, reflect the affective and social dimensions of the writing process, while also showing how students relate personal experiences to their ability to describe systematically. Thus, the dominance of concrete topics illustrates that students utilize everyday experiences as the main source of ideas in developing descriptive texts.

a. Relationship of Findings with Previous Research

The results of this study are in line with several previous studies that emphasize the role of mapping in helping the development of writing skills. First, the results of this study are in line with the findings of Herlina, et al. (2023), who researched the writing skills of seventh-grade students through the Mind Mapping strategy. Both show that the process of mapping ideas helps students express their ideas in a more focused manner. However, Herlina's focus was on the effectiveness of the strategy in writing pantun, while this study examined topic trends in descriptive texts. This difference shows that this study did not test the influence of a particular strategy but revealed the natural thematic patterns that emerged in students' writing. This is one of the novel aspects of this study. The findings of this study also reinforce the results of Marjuki's (2016) research on the use of Mind Mapping for writing short stories. Although the texts studied are different, both emphasize that mapping can help develop ideas, especially concrete ideas. However, while Marjuki assessed the improvement in students' scores and activity, this study highlights the dominance of easily observable topics. Thus, this study expands on Marjuki's findings by showing how topic preferences emerge in the context of descriptive writing.

Another connection can be seen with Rustono (2018), who implemented Mind Mapping in narrative writing. Rustono's research shows that visual structures help students build stories more easily. This study provides additional evidence that even without this strategy, students still find it easier to write about concrete objects. This difference in focus shows that this study explores a different aspect, namely the tendency to choose topics, rather than overall writing ability. Furthermore, this study is also relevant to the findings of Indrayatti (2020), who researched the ability to summarize texts. Although the types of writing skills are different, both highlight aspects of students' language skills. While Indrayatti found weaknesses in word accuracy and sentence structure, this study reveals that students still tend to focus on objects that are close to their sensory experiences. Both studies show that concrete experiences are still the main basis for students in expressing ideas.

Ekasari's (2020) research also shows a similar objective, namely to utilize idea mapping to improve descriptive writing skills. However, Ekasari's research tested mind mapping as a learning method, while this study is more diagnostic, namely mapping topic tendencies. This difference confirms that your research is more analytical and serves as a basis for understanding the characteristics of students' writing before applying a specific learning strategy. Research by Ikhsan & Sobri (2023), which discusses the difficulties of descriptive writing, also reinforces the findings of this study. They found that students had difficulty choosing and developing abstract topics. This study provides consistent empirical evidence: seventh-grade students prefer concrete objects such as animals and places, while abstract topics appear only in small numbers. The studies by Rikmasari & Kurniati (2021), Hartono et al. (2021), and Yusra (2022) all highlight learning strategies to improve writing skills. However, the main difference lies in the research objectives. They assessed the effectiveness of specific strategies (TTW, free topics, PJB), while this study only analyzed the phenomenon of topic selection without intervention. Nevertheless, the common finding that students are more capable of writing when directed towards concrete objects further emphasizes that everyday experiences are a major factor in successful descriptive writing.

b. Theoretical Framework to Strengthen Understanding of Research Findings

To strengthen the understanding of the research findings, this section presents a theoretical framework that includes the concepts of descriptive text, the writing process, the cognitive process of students in choosing topics, and the idea mapping theory that underlies the analysis. Rahmadani (2022) states that descriptive text is one of the texts studied in primary school. Descriptive texts seem easy, but students often misinterpret them. Hermaditoyo (2018: 268) states that sentences in descriptive texts are sentences that describe something, express what can be sensed, describe feelings, and describe the behavior of the soul in the form of sentences. The characteristics of descriptive texts according to Keraf in Dalman (2016:95) are: containing details so that the object can be seen before the eyes, evoking impressions and the reader's imagination, containing explanations that attract the interest of others or readers, conveying the nature and details of the object, using language that is lively, strong, enthusiastic, and concrete.

In writing descriptive texts, there are stages to make it easier for writers to compose a descriptive text, namely: (1) choosing a topic that will be used as the basis for the description; (2) observing the object to be described; (3) collecting data in the form of examples, numbers, graphs, images, or actual illustrations; (4) determining an appropriate pattern for developing the actual text; (5) compiling an actual framework consisting of basic ideas and explanatory ideas; (6) developing the framework into a complete actual using logical and coherent sentences (Sutarni and Sukardi, 2008).

Writing skills are a series of thinking activities that express ideas to produce a form of writing (Muhanif et al., 2021). Writing skills are one of the most extensive and productive language skills and can be used to communicate without having to meet face-to-face (Afifah Meiliyana & Ade Hikmat, 2022). Elvira Utami, et al. (2023) state that writing ability is the most difficult skill to master. Writing ability is the ability of a person to express ideas and thoughts completely and clearly through writing. Writing ability is not acquired scientifically. Therefore, the development of children's writing skills in the learning process must receive serious attention from educators (teachers, parents, or family) because writing skills are not inherited, but are the result of a person's learning process and perseverance. Thus, the development of writing skills can be observed through a child's writing.

Supriadi (2022) states that in writing descriptive texts, writers are involved in observing a particular object that will be expressed in writing with the help of written language skills, diction, analysis, composition, and so on. The activity of writing descriptive texts begins with capturing the observed object, then absorbing it, imagining it in the mind, and then translating it into writing. Descriptive texts basically adjust to the observed object, but cannot be separated from the subjectivity of the writer, even if not one hundred percent. Writing descriptive texts requires a certain skill. According to Zikra (2018), the skills referred to are the skills of conveying the content of descriptive texts, which are related to topics, facts, opinions, and responses. Then, there are the skills of writing a complete descriptive text structure consisting of a general description, a description of parts, and a conclusion. Another skill that is needed is the skill of writing diction in descriptive texts.

In Jean Piaget's view, real learning is not something taught by teachers, but something that comes from within the child. Learning is a process of spontaneous investigation and discovery. Cognition is an aspect of individual development that includes mental abilities and activities related to the process of receiving, processing, and using information in the form of thinking, problem solving, and adaptation. (Khiyarusoleh, 2016:4-5). Assimilation and accommodation are two forms of adaptation, which Piaget refers to as learning. Assimilation and accommodation work to balance the structure of the mind with the environment and create an equal portion between the two. When this balance occurs, an ideal state or equilibrium is created. Piaget believed that an important cognitive achievement in infancy is object permanence, which means understanding that objects and events continue to exist even when they cannot be seen, heard, or touched. The second achievement is the gradual realization that there is a difference or boundary between oneself and the surrounding environment.

Constructivism theory states that individuals develop through a series of stages that must be taken into account, but students can be helped to construct new understandings through their own social, physical, and mental activities and interactions. This approach gives teachers an optimistic view of learning readiness. Once they understand how each child perceives the world, they can plan experiences to deepen and strengthen knowledge. Constructivism itself views the formation of knowledge as an active subject that will create a cognitive framework in which communication with the environment takes place. The cognitive framework must continue to change and adapt in accordance with the changing conditions of the surrounding environment. This process will adjust over time as it is constructed. (Andi Asrafiani Arafah et al., 2023).

Dalman (2016) also writes in his book that writing skills include the ability to determine a topic, which means that before writing, the writer must be skilled in selecting a topic. The objectives that must be achieved by students are: a) being able to determine the topics to be included in the text description, b) compiling the content in the text description, and c) developing the content in describing the text in their own words. With these objectives explained, it can be expected that students will be able to compile text descriptions accurately. The level of understanding of students in writing activities is still low, including in writing descriptive texts. The level of understanding of students in writing activities is still low, including in writing descriptive texts (Sitorus, et al., 2023).

c. Implications for Education and Curriculum

The results of this study have practical and conceptual implications for language education. First, teachers can begin teaching descriptive writing with concrete topics that are close to students' lives to increase interest, motivation, and engagement. Second, teachers can gradually introduce abstract topics through visual media, text examples, and structured exercises so that students can develop broader descriptive thinking skills. Third, topic mapping can be used as an evaluation tool to understand students' thematic tendencies, allowing teachers to adjust their teaching strategies more effectively.

From a curriculum perspective, these findings emphasize the need for systematic and graded teaching materials, starting from concrete experience-based topics to non-concrete topics. This not only supports optimal writing competency development but also ensures that students acquire a strong cognitive foundation before entering higher levels of abstraction. In addition, the topic mapping conducted in this study can be used as an evaluation tool to identify students' thematic tendencies. Teachers can use this information to adjust their approach, select appropriate media, and design learning strategies that are more responsive to students' needs and characteristics.

The findings of this study can be used as a basis for developing teaching materials that are more relevant to students' needs. Textbooks and learning modules can include more examples of topic mapping, provide exercises in object selection, and present a variety of descriptive text types covering both concrete and abstract objects. In addition, teachers can be given training on the use of idea mapping as a pedagogical strategy to improve the quality of students' writing in order to

support the achievement of Indonesian language learning objectives oriented towards thinking skills, creativity, and effective communication.

This study has limitations, including a limited sample size of one junior high school class and only 14 texts analyzed, thus limiting the scope for generalization. The analysis focused on topic mapping without assessing the quality of the descriptions or other factors that influence topic selection. Future research could expand the sample size, compare different levels of education, assess text quality, and explore the relationship between topic selection and overall writing ability. Effective learning strategies for developing abstract or conceptual topics could also be the focus of future research.

Conclusion

The results show that the topics chosen by students in writing descriptive texts tend to focus on concrete objects around them. Of the 14 texts analyzed, animals were the most dominant category, followed by places and food. Object topics also appeared in several writings, while the categories of figures/family and abstract concepts were found in smaller numbers. The topic of plants only appeared once, indicating that this theme was less popular. These findings indicate that students are more comfortable describing objects that can be observed directly and with which they have an emotional connection.

Theoretically, these results reinforce the view that junior high school students' ability to produce descriptive texts is greatly influenced by personal experience and closeness to the objects being written about. Mapping these topics contributes to understanding the thematic preferences of junior high school students, especially their tendency to choose concrete objects over abstract ones. Thus, this study adds insight into how experiences and perceptions influence the text production process in the early stages of adolescent literacy development. Practically, the results of this study can be used as a reference for junior high school teachers in designing descriptive text writing lessons by utilizing topics that are familiar to students. Teachers can begin learning through concrete themes to increase students' confidence and interest in writing, then gradually introduce abstract topics through examples, images, digital media, or text modeling strategies to expand their descriptive abilities.

This study has several limitations, including limited data and only involving one class, so the findings cannot be generalized widely. In addition, the study only focused on topic mapping without examining text quality and other external factors that could potentially influence topic selection, such as student preferences, learning experiences, or instructions from teachers. Based on these limitations, future research could involve more samples from various schools or compare between classes and grades. Subsequent research could also examine the relationship between topic selection and text quality, or develop effective learning models to encourage students to write abstract and conceptual topics.

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