



## Analyzing Problems in Writing Farewell Speech Texts among Sixth-Grade Students at SD Muhammadiyah Sapen Yogyakarta

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### Abstract

This study aims to analyse the problems faced by sixth-grade students at SD Muhammadiyah Sapen Yogyakarta in writing farewell speech texts, to describe the factors that influence their difficulties, and to formulate appropriate and effective steps to maximise their skills in writing farewell speech texts. The study employs a qualitative approach with a case study design focusing on a group of students who experience difficulties in writing farewell speeches. Data were collected through structured library research by reviewing various written sources such as books, journal articles, learning reports, and farewell speech manuscripts written by students. The data were analysed using content analysis techniques by reading, interpreting, and categorising errors found in the students' writing, particularly those related to text structure, word choice, and other linguistic elements. The findings indicate that students' speech-writing skills still encounter various problems, including difficulty in selecting topics, limited expressive vocabulary, and a lack of understanding of the structure and communicative purpose of farewell speeches. The main contributing factors include teacher-centred instructional methods, limited variation in learning media, and the lack of constructive feedback on students' writing. Based on these findings, the study recommends the use of innovative instructional models such as Project-Based Learning (PBL), cooperative learning, and discovery learning, combined with continuous feedback. These approaches have the potential not only to improve students' written language skills but also to foster enthusiasm, creativity, and self-confidence in composing farewell speech texts.

**Keywords:** *Speech Writing; Case Study; Innovative Learning; Elementary School Students; Project-Based Learning*

### Introduction

The development of education in Indonesia within the framework of the *Merdeka Curriculum* emphasises the importance of mastering language skills as one of the key elements of learning at the elementary school level. Students are expected to master the four language skills: listening, speaking, reading, and writing (Tarigan, 2015). Among these four skills, writing is often regarded as the most complex because it requires the ability to express ideas, feelings, and information in written form that is coherent, logical, and in accordance with linguistic norms. Nurgiyantoro (2016) states that writing skills

function not only as a means of communication but also as a medium for developing students' critical thinking and creativity.

Harahap (2025) explains that writing is a complex language skill because it demands the integration of thinking, language, and idea organisation skills through several stages, starting from pre-writing, drafting, revising, to editing. Therefore, writing instruction at the elementary school level should be designed gradually and continuously so that students become accustomed to expressing their ideas in good written form. In the *Merdeka Curriculum*, the skills of listening, speaking, reading, and writing are integrated to shape students who are literate and communicative.

One type of writing skill that plays an important role in sixth grade is the writing of farewell speech texts. A farewell speech serves as a medium for students to express gratitude, appreciation, impressions, and messages about their schooling experience, while at the same time reflecting their character, social values, and language competence. Utami and Rahman (2024) found that learning to write speech texts can enhance students' critical thinking, confidence in discussion, and speaking skills.

However, preliminary observations and reflection indicate that sixth-grade students at SD Muhammadiyah Sapen Yogyakarta still face various difficulties in writing farewell speech texts. Many students struggle to express their ideas in writing, lack understanding of the structure of speech texts (opening, body, and closing), have limited expressive vocabulary, and are less skilled in developing coherent paragraphs. These findings are in line with Susanti and Pratama (2023), who state that language learning at the elementary level often focuses too heavily on theory, leaving students with limited opportunities to practise meaningful writing and speaking.

Previous studies also show that many students simply copy speech text examples provided by the teacher without developing language style and content that reflect their personal experiences or the specific context of the event (Fadilah & Utami, 2023; Hidayati & Yuliani, 2022). As a result, their speech-writing skills do not develop optimally because instruction tends to emphasise the final product rather than the cognitive and creative processes involved.

Aulia and Fatonah's (2024) study at SDN Cengkareng Timur 15 Pagi Jakarta shows that the implementation of Problem-Based Learning can improve sixth-grade students' skills in writing speech texts. Their findings highlight the importance of instructional models that encourage active involvement of students in the writing process, rather than merely asking them to imitate ready-made texts.

Based on this background, the present study is considered relevant to be conducted at SD Muhammadiyah Sapen Yogyakarta. The objectives of this study are to:

1. Analyse the problems faced by sixth-grade students in writing farewell speech texts.
2. Describe the factors that influence students' difficulties in writing farewell speeches.
3. Formulate appropriate and effective instructional steps to maximise students' skills in writing farewell speech texts.

## **Method**

This study employs a qualitative approach with a case study design. The qualitative approach was chosen because it allows the researcher to gain an in-depth understanding of the phenomenon of students' difficulties in writing farewell speeches within the real context of elementary classroom learning (Creswell, 2021; Yin, 2020). The case study design was used because the focus of the research is on a specific context, namely sixth-grade students at SD Muhammadiyah Sapen Yogyakarta.

## **Data Sources**

The primary data sources in this study are farewell speech texts written by sixth-grade students. Additional data sources include books, journal articles, learning reports, and school documents related to the teaching of speech writing and Indonesian language skills at the elementary level (Zed, 2021; Handayani & Pratama, 2024).

## **Data Collection Techniques**

Data were collected through structured library research. The researcher reviewed written documents, both students' works and relevant academic literature on writing skills, Indonesian language teaching, and the teaching of speech writing. This approach enabled the researcher to gain a broader picture of the problems and solutions proposed in previous research (Handayani & Pratama, 2024; Zed, 2021).

## **Data Analysis Techniques**

The data were analysed using content analysis techniques as described by Krippendorff (2020). The students' farewell speech texts were carefully read and examined to identify errors and weaknesses, particularly those related to text structure, word choice, paragraph coherence, and adherence to language norms. These findings were then categorised into several groups, such as structural errors, spelling errors, inappropriate vocabulary use, and mismatches between content and the context of a farewell event. The results were subsequently compared with findings from previous studies to strengthen the validity of the interpretations (Miles, Huberman, & Saldaña, 2020).

## **Data Trustworthiness**

To ensure data trustworthiness, the researcher employed source triangulation by comparing the analysis of students' speech texts with findings and ideas in the relevant literature (Creswell, 2021). In addition, the researcher referred to established guidelines in content analysis and qualitative data analysis developed by Krippendorff (2020) and Miles et al. (2020) to ensure that the analytical process was systematic and scientifically accountable.

## **Results and Discussion**

### **1. Problems in Writing Farewell Speech Texts**

The analysis of students' farewell speech texts shows that their writing skills are still below the expected competency standards. Many students experience difficulties in generating ideas, choosing appropriate words, and organising their speech text in a coherent and logical order.

Several speech texts do not reflect a full understanding of the meaning and purpose of a farewell speech. For some students, a farewell speech is perceived merely as a series of general expressions of gratitude, without adequately expressing feelings, experiences, and reflections on the values gained during their schooling (Rahmawati, 2023; Rahmawati & Fauzan, 2023).

These findings are consistent with those of Fadilah and Utami (2023), who reveal that elementary school students tend to copy sample speech texts provided by teachers and have not yet been able to develop their own manuscripts that combine a personal narrative style with positive values appropriate to the farewell occasion.

### **2. Factors Contributing to Difficulties in Writing**

Based on the data analysis and literature review, several major factors were identified as contributing to the problems in students' farewell speech writing skills.

### **a. Linguistic factors**

Students have not fully understood the speech text structure, which includes an opening, body, and closing. They also have a limited expressive vocabulary and are not accustomed to constructing effective sentences that match a formal context. Nurgiyantoro (2020) emphasises that writing skills can only develop through intensive practice accompanied by the provision of varied and contextually relevant examples.

Ideally, indicators of speech-writing competence should include alignment of content with the theme, logical sequencing of ideas, and correct use of spelling, punctuation, and capital letters according to Indonesian Spelling Guidelines (*PUEBI*). However, many texts still show shortcomings in these aspects.

### **b. Psychological factors and motivation**

Some students perceive speech-writing tasks as boring and stressful, especially because speeches are commonly associated with speaking in front of an audience. Sari and Rahmat (2022) note that low writing motivation is often influenced by a lack of instructional variety and minimal use of engaging media in the teaching of writing. Feelings of low self-confidence and anxiety about public speaking also cause students to be reluctant to fully engage with the speech-writing task. Writing activities have not been explicitly linked to real opportunities to perform speeches, so students lack a clear communicative purpose.

### **c. Instructional and teaching method factors**

From an instructional perspective, the teaching methods used by teachers are still predominantly teacher-centred. Teachers often provide a single example of a speech text and ask students to copy it or modify small parts of it, without providing sufficient space for pre-writing activities, discussion, and revision. This results in students being less trained in independently developing their ideas (Fitria & Nugroho, 2022; Rahmawati, 2023).

Internal school evaluations also show that Project-Based Learning (PBL) has not yet been optimally implemented. The projects assigned have not fully engaged students in searching for topics, exploring personal experiences, and collaborating with peers in drafting speech texts. Consequently, improvements in students' writing quality have not been significant over the years.

## **3. Alternative Instructional Strategies to Address the Problems**

Based on the results of the analysis and literature review, several instructional strategies can be employed to address the problems in students' farewell speech-writing skills.

### **a. Project-Based Learning (PBL)**

PBL provides students with opportunities to work on authentic projects, such as designing and writing farewell speech texts that will actually be used in school events. Fitria and Nugroho (2022) demonstrate that PBL can enhance students' speech-writing skills because it encourages them to engage in topic planning, information gathering, drafting, and revising collaboratively.

In the context of SD Muhammadiyah Sopen, PBL can be designed through steps such as: (1) selecting speech themes based on students' learning experiences; (2) conducting group discussions on speech structure and language style; (3) writing initial drafts; (4) providing feedback from teachers and peers; and (5) refining the texts before presenting them in a simulated farewell ceremony.

### **b. Cooperative learning and discovery learning**

Cooperative learning allows students to work in small groups to design and review speech texts together. Through group work, students can exchange ideas, enrich their vocabulary, and learn to

appreciate different writing styles. Discovery learning can be used to help students independently identify the characteristics of effective speech texts by analysing authentic examples of farewell speeches (Rahmawati & Fauzan, 2023; Sukarno & Kurniawan, 2023).

### **c. Constructive feedback**

Lestari (2023) stresses that constructive feedback plays a crucial role in enhancing students' motivation and writing quality. Specific, clear feedback that highlights both strengths and areas for improvement helps students understand their current level of performance and motivates them to revise their work. In speech-writing instruction, teachers can provide written and oral comments on students' drafts, focusing on aspects such as structure, content relevance, and language use.

### **d. Use of visual media and learning resources**

Visual media such as videos of farewell speeches, ceremony recordings, or digital simulations can help students understand how speeches are delivered orally and how written texts are transformed into meaningful spoken messages. Handayani and Pratama (2024) show that visual media can enhance learning interest and facilitate students' ability to connect abstract concepts with real-life experiences. Thus, the integration of PBL, cooperative learning, constructive feedback, and visual media has significant potential to improve students' speech-writing skills.

## **Conclusion**

This study shows that the farewell speech-writing skills of sixth-grade students at SD Muhammadiyah Sapen Yogyakarta still face various problems, including difficulties in determining topics, limited vocabulary, and a lack of understanding of the structure and communicative purpose of speeches. The main contributing factors include limited linguistic understanding, low motivation and self-confidence, and teacher-centred instructional methods with minimal variation in media use.

Efforts to improve students' speech-writing skills can be made through the implementation of innovative instructional models such as Project-Based Learning, cooperative learning, and discovery learning, combined with constructive feedback and the use of visual media. These approaches not only strengthen linguistic aspects but also foster students' creativity, motivation, and self-confidence.

## **Author Contributions**

Retno Diahwati conceptualised the study, conducted the literature review, and drafted the manuscript. Wuri Wuryandani provided critical feedback on the research design and the interpretation of the findings. Fathurrohman supervised the overall study, refined the theoretical framework, and reviewed the final version of the manuscript.

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