University Students' Writing Ability of National Insight-Based Text Genre in University to Support Sustainable Development Goals (SDGs)

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Abstract
Writing is one of the important language abilities for students in universities. However, previous studies indicate that students' writing ability remains low, primarily due to their inadequate basic writing skills. This research is aimed to describe the students' writing ability of national insight-based text genre in university. A qualitative approach with descriptive method was used in this research. The research subjects consisted of 30 students in a university located in Bekasi, Indonesia. The research data collection techniques consisted of writing tests of national insight-based text genres and interviews. Research data were analyzed

through the data reduction, presentation, and verification. The results showed that generally the average of students' writing ability of national insight-based text genres was still under the minimum standard of passing grade in writing standard of Indonesian language learning in universities. In descriptive and exposition texts, the most difficulties were found in the aspects of content organization, grammar, style (choice of structure and vocabulary), and spelling and grammar. In the procedure text, the difficulties were found in the five indicators of writing ability. Moreover, the content of national insight on the three types of texts have not been fully internalized in the text. This research provides an opportunity for further research regarding the development of national insight-based of Indonesian language teaching materials for students in universities. This study adds new information regarding sustainable development goals (SDGs).

Introduction

Indonesian language is a part of the compulsory curriculum subjects in university which have specific goals for developing student competences. Learning Indonesian language in university is aimed to improve Indonesian language skills and building students' positive attitudes towards Indonesian language (Hidayat et al., 2019). Learning Indonesian language in university is also an effort to foster a sense of nationalism in each student (Desmirasari & Oktavia, 2022). Furthermore, good mastery of the Indonesian language makes a major contribution to the continuity of student studies in university. Indonesian language as the official language in the education forum must be used in all student learning activities, including in terms of completing lecture assignments that require a good understanding of Indonesian language. Therefore, it is important for students to study Indonesian language not only for language competence, but also as part of personality development.

Writing is a key language skill that university students focus on developing in their learning. Writing is often considered to be a difficult language ability for students (Olowoyeye et al., 2023; Damayanti & Santosa, 2024; Agustin et al., 2022; Nafilah & Sakti, 2022; Olowoyeye et al., 2022; Damkam & Chano, 2024; Nandiyanto & Azizah 2022). The level of difficulty in writing is certainly a big challenge for students. Especially for learning in university, writing is an important part of student lecture assignments such writing papers, scientific articles, and others. The previous study showed that students' writing abilities, especially writing papers and scientific articles in general, were still in the low category (Heriyudananta, 2021; Nirwana & Ruspa, 2021; Widodo et al., 2020). Some of the obstacles faced by students in writing papers included not mastering writing techniques and difficulty finding references (Pitrianti, 2023; Widodo et al., 2020). The students' difficulties in writing scientific articles included not being able to compose sentences properly, having difficulty finding topics of study, and not knowing how to start writing (Umar, 2021).

Students' difficulties in writing cannot be separated from students' basic writing abilities which are inadequate. Basic writing abilities can support writing abilities at a higher level. In the curriculum of Indonesian language in university, writing abilities are learned in stages starting from basic writing in the form of writing genre texts to writing scientific articles. If the basic writing skills have not been mastered properly, students will have difficulty writing texts with a higher level of difficulty. In line with the opinion Alwasilah (2009) which states that to train students to be able to write, it is better to start with writing narrative paragraphs and then gradually be directed to be able to write other types of paragraphs, such as exposition and argumentation.

One of the basic writing abilities learned in university is the ability to write text genres, which include descriptive, exposition, and procedure texts. Writing text genres is an ability that can support students in writing lecture assignments. In addition, writing activities in the curriculum of compulsory curriculum subjects of Indonesian language lectures are also closely related to the development of student values, character and personality. Indonesian language in university plays a role as a means of internalizing the values of national insight for students. Referring to this role, all language abilities learned through Indonesian language lectures can ideally be integrated with the values of national insight. National insight is a conception of the Indonesian nation's perspective in managing the life of the nation and state which is based on national identity and awareness of the national system (Negara, 2014). Education in universities is important to include elements of nationalism in the curriculum and build an academic culture that is oriented towards national insight (Rahman, 2019). Therefore, the activity of writing text genres based on national insight is expected to be able to develop national insight values in each student.

Several studies have been conducted on students' writing abilities in university. These previous studies include research on the writing ability of student papers (Heriyudananta, 2021; Nirwana & Ruspa, 2021; Widodo et al., 2020), research on the ability to write student scientific articles (Septafi, 2021), research on writing learning models for students in university (Budiyono & Aryanti, 2016; Cahyani, 2010), and research on writing learning media for students (Hadi, 2016). However, most of these studies still focus on the ability to write scientific papers and articles along with their learning in university. Research on students' basic writing abilities, such as writing genre texts, in universities is still limited. In this case, research on basic writing abilities in the form of writing text genres based on national insight of university students has not been done by previous researchers. This study aims to describe the students' writing ability of national insight-based text genres in university. The novelties in this study include 1) this research analyzes writing abilities based on three types of text, included descriptive, exposition, and procedure texts, 2) this study analyzes the writing ability of national insight-based text genres, 3) this research was conducted on students attending lectures Indonesian language in university and 4) this research can be a reference for the next research ideas. This study adds new information regarding sustainable development goals (SDGs) (Ragadhita et al., 2026). This adds new information regarding SDGs as reported elsewhere (Nurramadhani et al., 2024; Krishnan et al., 2024; Djirong et al., 2024; Waardhani et al., 2025; Yustiarini et al., 2025; Merzouki et al., 2025; Glovatskii, et al., 2025; Barbe et al., 2023).

Literature review
Writing ability
Lexicology, a subbranch of linguistics, is the study of words, their structure, meaning, and relationships within a language, which describes how words are formed, evolved, and interacted in broader linguistic systems (Aodha, 2017; Durant & Leung, 2017; Sabnis, 2022). Notably, word formation mainly deals with the processes through which new words are created. Among these processes, derivation, a morphological process, relates to affixes - prefixes, suffixes, infixes, or circumfixes - to modify a root word's meaning or grammatical category, creating new lexemes. This interrelation between lexicology and derivation is fundamental to understanding language dynamics, particularly word expansion, to meet communicative needs. It actually operates within specific morphological constraints governed by language rules, such as the permissible combination of affixes with root words. The systematic nature contrasts with less regular processes like borrowing or compounding (Amadi, 2020; Gotti, 2016; Morley, 2009). Derivation often interacts with phonological rules, such as stress shifts or vowel alternations, highlighting the

interconnectedness of linguistic subsystems. Semantic shifts in derivation significantly highlight its importance within lexicology. Derived words may exhibit predictable meanings or display idiosyncratic semantic changes, challenging lexicologists to investigate cognitive and cultural factors shaping derivational processes. Refat (2015) claims that derivation contributes to lexical stratification, where words from different historical layers coexist within a language. This interplay between derivation and etymology highlights the diachronic dimension of lexicology, where historical development influences contemporary usage. Derivation intersects with sociolinguistics, as affixation patterns basically reflect cultural and social influences. The proliferation of new derivations, such as tech-related terms, demonstrates how derivation responds to societal changes and technological advancements. Studying derivation within the theoretical framework of lexicology helps linguists understand the dynamic processes shaping language evolution, usage, and diversity.

Writing is one of the four essential language abilities studied in university. It is a linguistic ability that involves expressing ideas or thoughts in written form, requiring both knowledge and proficiency in communication. Writing is the expression of ideas with the purpose of informing, persuading, and entertaining within a scientific context, represented through symbols, signs, or meaningful text (Dalman, 2016). Writing can also be considered a creative process that converts ideas or thoughts into written symbols (Semi, 2007). Mc Crimmon (1976) stated that writing is the process of understanding a person's thoughts and feelings. Writing ability need to be supported by knowledge, expertise, and the ability to convey ideas, as writing is not only intended for personal purposes but also for others (Graham & Hebert, 2010). Writing can be considered a successful process when it follows certain stages including (1) drafting, writing, editing, proofreading, revising, and publishing; (2) composing, conveying ideas, refining, enhancing, and assessing; and (3) pre-writing, writing, and revising (Sipayung et al., 2021).

University as an educational institution plays an important role in shaping a civilization that can maintain the existence of the Indonesian language at the national and global levels. As the center of modern society civilization, higher education is committed to educating and shaping the character of the Indonesian nation (Barirohmah et al., 2021). Referring to the Law Number 12 of 2012, Indonesian language is a compulsory subject in the higher education curriculum. The importance of learning Indonesian for students in higher education is also inseparable from the demands of skills in the Industrial Revolution 4.0 era, such as literacy skills (Hanum et al., 2020; Ibda, 2019). Learning Indonesian language can foster literacy skills of students for complete lecture assignments, such as writing text genre, scientific papers, or final thesis assignments. (Bramer & Sedley, 1981) state that writing will remain an essential aspect of life, particularly in college courses and various careers and professions. Engaging in writing activities offers numerous benefits, as it helps develop various skills, including critical thinking, enhanced memory capacity, and improved motor skills (Kemala et al., 2020).

National insight based-text genre

National insight can be interpreted as a conception of the perspective of the Indonesian nation in managing national and state life based on national identity and awareness of the national system originating from Pancasila, the 1945 Constitution of the Republic of Indonesia and Bhineka Tunggal Ika, in order to solve various problems faced by the nation and state in order to achieve the Vision of Indonesia 2025, consisted of a self-reliant, progressive, fair, and prosperous country (Negara, 2014). National insight is also defined as a mandate for all Indonesians to prioritize the common interest and national security over personal interests by upholding unity and solidarity

among all members of society (Wiratmaja et al., 2021). The vision of the Indonesian nation is highly relevant to the fundamental concept of national insight, which emphasizes strong unity and maintaining integrity within a single national territory (Bria, 2017).

National insight is explained as a strategy for perceiving ourselves as individuals with national spirit and identity while maintaining our identity as citizens of Indonesia (Bastaman, 2008). National Insight encompasses six key aspects that manifest in the unity and integrity of the nation. These include upholding the dignity and worth of every individual, fostering shared determination and conviction, instilling a sense of nationalism, upholding democracy and sovereignty, promoting strong solidarity, and ensuring a just and prosperous national life (Nurfatimah & Dewi, 2021). The stability and resilience of a nation are reinforced by the presence of national insight, enabling individuals to shape their perspectives on identity, ideology, and aspirations, which in turn helps to uphold unity and nationalism (Herdiawanto & Hamdayana, 2010). Moreover, strengthening national insight and patriotism must be an ongoing effort to safeguard the nation's and state's continuity (Budimansyah, 2010).

National Insight is one of the elements that can be integrated into Indonesian language learning. Referring to the Director General of Higher Education Decree No. 84 of 2020, the development of substance in mandatory courses can be carried out by exploring and incorporating relevant and contextual content. This includes topics such as: a) local wisdom, b) drug abuse, c) moral degradation, d) national defense, e) patriotism, f) environmental awareness, g) disaster preparedness, h) radicalism, i) tax awareness, and j) corruption, in accordance with the characteristics of the course and study program. One relevant and contextual content that can be used as a learning resource is National Insight. The integration of character education into the Indonesian language course is both relevant and strategic, as it is a compulsory subject for all students (Hilaliyah, 2015; Susilowati, 2017). In higher education, lecturers can instill character education values in Indonesian language learning by incorporating them into teaching, either explicitly or implicitly (Mansyur, 2021). Research from Kusmayadi (2017) found a strong and significant relationship between students' understanding of national insight and their character development.

National insight based-text genre is a text genre that contains of national insight contents related to the students in university. Genre is viewed as a basic concept used to distinguish various types of written texts (Sumekto, 2017). Each genre has its own distinctive characteristics in composition, such as social function, generic structure, and lexicogrammatical features (Sipayung et al., 2021). Students' ability in writing national insight-based text genres is divided into 3 types, namely the writing ability of descriptive text, exposition text, and procedural text. A descriptive text is a text that contains a depiction of an object's characteristics, allowing the reader to seemingly see, hear, and feel what is conveyed in the text (Rahmadani, 2022). The description process is carried out by systematically arranging its characteristics, starting with naming and classification, followed by detailing attributes, behaviors, functions, and more, allowing the reader or listener to visualize what the writer conveys as if seeing it directly (Noprianto, 2017). Exposition is a form of writing that aims to explain a subject, presented in a paragraph to inform, elaborate, analyze, and clarify a topic for the reader to provide clear information and knowledge (Kemala et al., 2020). Mahsun, 2014) states that an exposition text presents an explanation of a topic while incorporating the author's argument. The structure of an exposition text consists of three parts: (1) the thesis, which introduces the issue and presents the author's stance; (2) the argument, which includes opinions supporting the thesis, along with factual evidence or explanations; and (3) the conclusion, which reinforces the thesis stated at the beginning (Kemala et al., 2020a). A procedure is a text

that provides instructions on how to perform a task. The purpose of a procedural text is to explain the steps required to complete an action (Anderson & Anderson, 2003). A procedure text outlines the steps for performing a task, creating something, or reaching a destination (Khanza & Nufus, 2019).

Research method
The research method includes the research design, subjects, instruments, and data analysis. We analyzed statistics to get a better understanding of the results. Detailed information regarding this method is explained elsewhere (Susilawati et al., 2025)

Research design
　　　　This research was qualitative research. This research design was chosen with the consideration that the researcher wanted to study more deeply about the symptoms, events, and events in the natural environment (Ernawati & Munadi, 2021). Qualitative research basically examined social, cultural and human interaction phenomena in an atmosphere that took place normally, naturally, and not under controlled conditions. This qualitative research was used to examine educational problems related to the analysis of the writing ability of national insight-based text genres in university students.

Subject of the research
　　　　This research was conducted at one of the universities located in Bekasi city, Indonesia. The research subjects consisted of 30 Industrial Engineering Study Program students described in Table 1. The selected participants were people who were considered to know information related to the research theme (Tuahunse, 2009). The criteria set out in determining participants were (1) subjects who had long and intensively been involved with activities or activities that were the target of research attention, (2) subjects who were actively involved in the environment of activities that are of concern to research, (3) subjects were sufficiently lots of time or opportunity to be asked for information, (4) subjects who were still innocent in providing information as it is, in directives honest subjects provide information that did not manipulate the information provided (Simaremare & Thesalonika, 2022).

Table 1. Profile of research subjects

Aspects	Students
Gender	18 males
	12 females
Age	18 – 20 years old
Degree	Bachelor
Total of Students	32 students

Research instrument
　　　　In this study, the main research instrument was the researcher himself so as not to influence the natural setting of the research setting. The data collection was carried out using the techniques of (1) writing tests of text genres including descriptions, expositions, and procedures containing national insights described in Table 2, (2) interviews, conducted to confirm student test answers described in Table 3. The results of this study provided an overview of the writing ability of national insight-based text genres in university students. The writing ability test of national insight-based text genres in this study is as follows.

Table 2. Test of writing ability of national insight-based text genres

No	Text Genres	Indicator of Writing Ability	Number of Questions
1.	Description Text	Content or ideas stated	
		Content organization	
		Grammar	1
		Style: choice of structure and vocabulary	
		Spelling	
2.	Exposition Text	Content or ideas stated	
		Content organization	
		Grammar	1
		Style: choice of structure and vocabulary	
		Spelling	
3.	Procedure Text	Content or ideas stated	
		Content organization	
		Grammar	1
		Style: choice of structure and vocabulary	
		Spelling	

Table 3. Aspects of interviews

No	Text Genres	Aspects	Number of Questions
1.	Descriptive Text	The process in writing descriptive text	2
		The difficulties in writing descriptive text	
2.	Exposition Text	The process in writing exposition text	2
		The difficulties in writing exposition text	
3.	Procedure Text	The process in writing procedure text	2
		The difficulties in writing procedure text	

Data analysis

The research data were analyzed in several stages, consisted of (1) data reduction, (2) data presentation and (3) verification. Data reduction was carried out in the form of selecting, editing, focusing and simplifying, abstracting, and transforming raw data that emerges from field notes. Data validity was a process for validating research data that had been obtained. The validation in question was using a triangulation technique. Triagulation was a data validity checking technique that utilizes something other than the data. It meant that this research checked the degree of trust through several data sources using the interview method (Shange, 2021).

Results and discussion

Based on the results, the average of students' writing ability of national insight-based text genres was still under the minimum standard of passing grade of writing topic of Indonesian language learning in university. There were 20% students, that were 6 of 30 students categorized

in sufficient level. They able to write the national insight-based text genres in sufficient category, although there were some mistakes in writing. This category of students still needed the improvement in writing especially of national insight-based text genres. However, there were 80% students, that were 24 students categorized in less able in writing text genres. This category of students mostly had difficulty in writing. They were needed the improvement in writing text genres. In detail, the writing ability of national insight-based text genres consisted of students' ability to write descriptive, exposition, and procedure texts. The complete research results were described as follows.

Students' writing ability of descriptive text

Descriptive text was a text that describes an object, place, and so on according to the topic of discussion in language that is short, clear, and easy to understand. Students' ability to write descriptive texts was analyzed based on 5 indicators including 1) content or ideas stated, 2) content organization, 3) grammar, 4) style (choice of structure and vocabulary), and 5) spelling. Figure 1 showed the students' writing ability of descriptive text presented in percentage.
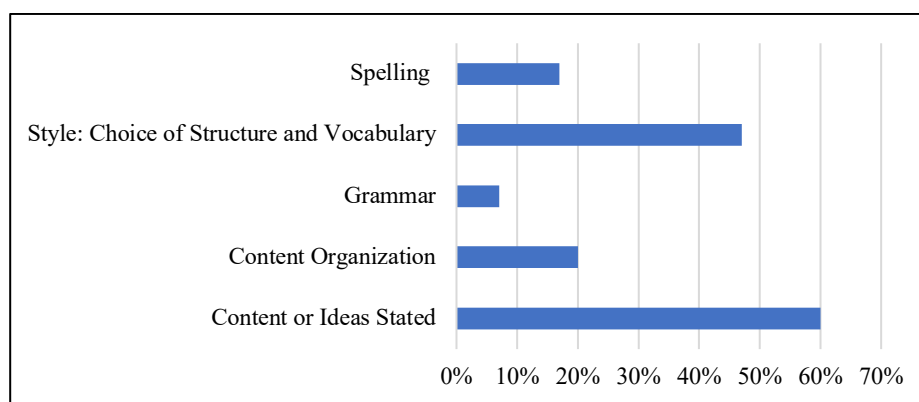

Figure 1. Students' writing ability of descriptive text presented in percentage

In detail, the description of students' writing ability of national insight-based text genres of descriptive text in university is as follows.

The aspect of content or ideas stated in writing descriptive text

In terms of content or ideas stated, the results showed that 60% of students, that were 18 of 30 students, could convey the contents or ideas of descriptive text well. However, 40% of students, that were 12 of 30 students, were less able to convey the contents or ideas of a descriptive text well. It meant in this aspect the number of students who were able to express content or ideas in descriptive text was more than students who were less able, even though the difference was quite small.

Students who were in the category of less able to express the contents or ideas were asked to make a descriptive text with the theme "Love and Proud to Use Indonesian Electronic Products". However, students described the content or ideas about fan products and functions. The student's answers indicated a discrepancy between the instructions on the test questions and the contents or ideas expressed by the students. In addition, the content of national insight was also not visible in the contents of the description text above. It meant that students in this category had not been able to present content or ideas in accordance with the theme set in the national insight-based description text.

The following are the interview results carried out by researchers (R) with the student (S) regarding student's response to the test of writing ability of national insight-based text genres.

> *R: Do you understand the theme given for writing descriptive text?*
> *S: Yes, I understand that the theme is "Love and Proud to Use Indonesian Electronic Products".*
> *R: How do you find content or ideas for writing descriptive text relating to the theme?*
> *S: When I read the theme, I just imagine an electronic product such as a fan in daily life, then I try to state the content or*
>   *ideas about a fan and its characteristics.*
> *R: What difficulties do you experience in stating content or ideas in writing descriptive text?*
> *S: Find the best content or idea and choose the topic related to the theme.*

The interviews showed that student have difficulties in stating content or ideas. It was found that student was misinterpreting the theme. According to the theme, student was asked to write a descriptive text related to the theme "Love and Proud to Use Indonesian Electronic Products". However, student did not understand it completely. Student only focus on "electronic product" then he chooses a fan as the content in descriptive text. He tried to describe a fan, the characteristics, and the function although it is not appropriated in terms of the theme. Therefore, the content of national insight was also not visible in the contents of the description text above.

The aspect of content organization in writing descriptive text

The results of the research on the writing ability of descriptive text on the content organization aspects showed that 20% of students, that were 6 of 30 students, could organize the contents of the descriptive text well. However, 80% of students, that were 24 of 30 students, were less able to organize the contents of the descriptive text properly. These results indicated that most students had not been able to organize the contents of the descriptive text.

Students were asked to organize the text content of each paragraph into a complete paragraph with the theme "Love and Proud Using Indonesian Electronic Products". However, the students' answers actually explained the function of the fan in the first paragraph and the placement of the fan in the second paragraph. This answer showed that the descriptive text above did not have a good organization of text content between paragraphs. In the organizational aspect of this content, the content of national insight had not yet been seen in the contents of the description text above. It meant that students in this category had not been able to write descriptive texts based on national insights with good content organization in accordance with the theme.

The interview results carried out by researchers (R) with the student (S) regarding student's response to the test of writing ability of national insight-based text genres is as follows.

> *R: How do you organize the content in writing descriptive text relating to the theme?*
> *S: I try to describe cosmos fan, the characteristics and the function.*
> *R: What difficulties do you experience in organizing content or ideas in writing descriptive text?*
> *S: Determining the sequence of the idea in writing. When I wrote about a cosmos fan, I just think what the next idea or next sentence that I should describe more about the cosmos fan. I think that I have little information about what I wrote.*

The interviews showed that student have difficulties in organizing the content. Student difficult in determining the sequence of the idea in writing. He tried to describe a fan, the characteristics, and the function although the organization is not well structured. It means that

students do not fully understand the structure of descriptive text. The limited information students have can also make it difficult to develop writing logically. Because of misinterpreting the theme in content or idea stated aspects, the content of national insight also had not yet been seen in the content organization of the description text above.

The aspect of grammar in writing descriptive text

In the aspect of grammar, the results showed that 7% of students, that were 2 of 30 students, could write descriptive texts with good grammar. However, 93% of students, that were 28 of 30 students, were less able to write descriptive texts with good grammar. It meant that most students had difficulty writing descriptive text with good grammar. Grammatical forms included word order (morphology) and sentence structure (syntax). Students were asked to write descriptive text with good grammar. However, referring to Figure 1, students were less able to write good grammar. Students still had not mastered writing words that were in accordance with good and correct grammar.

Next, in sentence structure (syntax), students wrote sentences with unclear subjects and the use of the word "and" twice in one sentence. For example, "*3 in 1 fan with 16 inch propeller and attractive and slim design and has many attractive color variants with large diameter*." The subject contained in that sentence is not clear, where *3 in 1 fan* refers to whom and the use of "*and*" in two sentences makes the sentence inefficient and damages a sentence construction. These findings indicated that students had not mastered sentence structure (syntax). In addition, in this grammatical aspect, the content of national insight had not been seen in the contents of the descriptive text above. It meant that students in this category had not been able to write descriptive texts based on national insights with good grammar.

The following are the interview results carried out by researchers (R) with the student (S) regarding student's response to the test of writing ability of national insight-based text genres.

> *R: How do you use the grammar in writing descriptive text relating to the theme?*
> *S: I use grammar in writing based on my own knowledge and experience in writing text.*
> *R: What difficulties do you experience in using grammar in writing descriptive text?*
> *S: I don't fully understand the grammar rules yet.*

The interviews showed that student have difficulties in using the grammar in writing descriptive text. Student use the grammar only based on his own knowledge and experience in writing text. There were some mistakes in the word order (morphology) and sentence structure (syntax). Student has limited understanding about grammar. Because of misinterpreting the theme in content or idea stated aspects, the content of national insight also had not yet been seen in the using grammar of the description text above.

The aspect of style (choice of structure and vocabulary) in writing descriptive text

The results of the research on the style aspect (choice of structure and vocabulary) showed that 47% of students, that were 14 of 30 students, were able to choose structure and vocabulary well in the contents of the descriptive text. However, 53% of students, that were 16 of 30 students, were less able to choose the structure and vocabulary in the contents of the descriptive text. These results indicated that the number of students who were less able to use structure and vocabulary choices in the content of the description text was more than students who were already able to use the structure and vocabulary choices in the text content.

The structure of the descriptive text consisted of identification, section descriptions, and conclusions. In the structure of the descriptive text there should be three parts that describe the structure of the text. However, in student answer, it could be seen that the descriptive text did not have a complete structure. The structure of the text had not fulfilled because there was no conclusion in the text. In addition, choosing the right vocabulary also needed attention. In addition, in this aspect of style, the content of national insight had not been seen in the contents of the description text above. It meant students in this category had not been able to write descriptive texts based on national insights with the right structure and vocabulary.

The interview results carried out by researchers (R) with the student (S) regarding student's response to the test of writing ability of national insight-based text genres is as follows.

> *R: How do you choose the style in writing descriptive text including choice of structure and vocabulary?*
> *S: I use style in writing based on my own knowledge and experience in writing text.*
> *R: What difficulties do you experience in choosing the style in writing descriptive text?*
> *S: I don't fully understand the choice of structure and vocabulary.*

The interviews showed that student have difficulties in choosing the style in writing descriptive text. Student use the grammar only based on his own knowledge and experience in writing text. The student's understanding of style in writing is limited. Student need to improve the understanding about choosing the style in writing descriptive text including choice of structure and vocabulary.

The aspect of spelling in writing descriptive text

In the aspect of spelling, the results showed that 17% of students, that were 5 of 30 students, could write descriptive texts using good spelling. However, 83% of students, that were 25 of 30 students, were less able to write descriptive texts using good spelling. Figure 1 above showed that students were in the category of less able to write descriptive text with correct spelling.

Spelling included writing words, using punctuation marks, writing capital letters, writing italics, and borrowing words. Based on student answer, there was an incorrect writing of the word, and a period (.) which should be used to end a sentence. Then, the use of a comma (,) is used before the certain word. Writing capital letters are written in the certain word. In addition, in terms of spelling, the content of national insight had not yet been seen in the contents of the descriptive text above. It meant that students in this category had not been able to write descriptive texts based on national insights using good spelling.

The following are the interview results carried out by researchers (R) with the student (S) regarding student's response to the test of writing ability of national insight-based text genres.

> *R: How do you use the spelling in writing descriptive text relating to the theme?*
> *S: I try to use spelling based on the rules.*
> *R: What difficulties do you experience in using spelling in writing descriptive text?*
> *S: Sometimes I forgot the right spelling and do the mistakes.*

The interviews showed that student have difficulties in using spelling in writing descriptive text. Student try use the spelling rules. However, sometimes student forgot the right spelling and do the mistakes. The implementation of spelling in writing is also limited.

Students' writing ability of exposition text

Expository text was a text that clearly describes or explains an idea, something, or information which was the result of the author's thoughts. The students' writing ability of exposition texts was analyzed based on 5 indicators including 1) content or ideas stated, 2) content organization, 3) grammar, 4) style (choice of structure and vocabulary), and 5) spelling. In detail, the description of the writing ability of exposition texts based on national insight in college students was as follows.
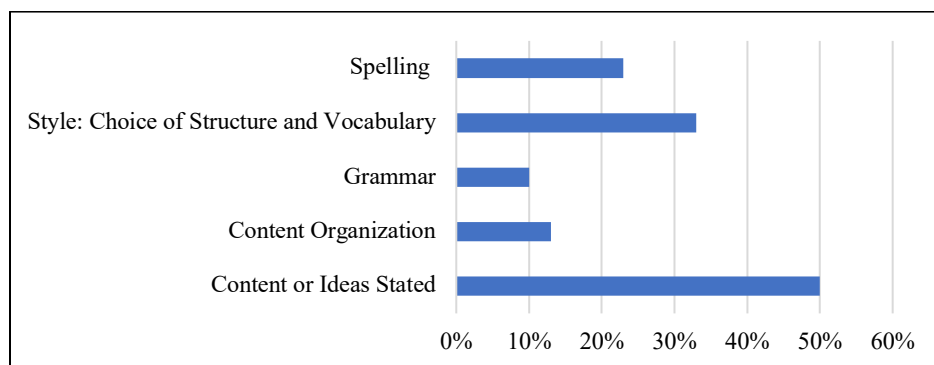

Figure 2. Students' writing ability of exposition text presented in percentage

The aspect of content or ideas stated in writing exposition text

In terms of content or ideas stated, the results showed that 50% of students, that were 15 of 30 students, were able to convey the content or ideas of exposition texts well. However, 50% of students, that were 15 of 30 students, were less able to convey the contents or ideas of exposition texts properly. It meant that in this aspect, the number of students who were able and less able categories have the same proportion.

In the aspect of the content or ideas of an exposition text, students were asked to make an exposition text with the theme "Love and Proud Using Indonesian Electronic Products". However, students described content or ideas regarding the invitation to use products made in Indonesia and the invitation to promote these products. Based on these answers, there was a discrepancy between the idea of exposition which should describe the contents of love and pride for Indonesian products by explaining the more dominant invitational sentences so that the contents of the text written by the students above were more towards persuasive texts. In this aspect, there was a national insight content in the text above through a sentence calling for promoting domestic products, but unfortunately the contents of the text are not properly referred to as exposition texts, but it more directed to persuasive texts. It meant that students in this category had not been able to present content or ideas in accordance with the theme set in the exposition text based on national insights.

The interview results carried out by researchers (R) with the student (S) regarding student's response to the test of writing ability of national insight-based text genres is as follows.

R: Do you understand the theme given for writing descriptive text?
S: Yes, I understand that the theme is "Love and Proud to Use Indonesian Electronic Products".
R: How do you find content or ideas for writing exposition text relating to the theme?
S: I try to convey the information about cosmos fan made in Indonesia. I tell that we should proud of Indonesian products.
R: What difficulties do you experience in stating content or ideas in writing descriptive text?
S: Find the content or idea and write the idea on the exposition text.

The interviews showed that student have difficulties in stating content or ideas. According to the theme, student was asked to write an exposition text related to the theme "Love and Proud to Use Indonesian Electronic Products". It was found that student understand the theme. However, student did not write the exposition text appropriately. Student only focus on "electronic product" then he chooses a fan as the content in descriptive text. He tried to describe cosmos fan made in Indonesia but unfortunately the contents of the text are not properly referred to as exposition texts, but it more directed to persuasive texts. There was a national insight content in the text above although the ideas or contents are not stated appropriately in the form of exposition text.

The aspect of content organization in writing exposition text

In terms of content organization, the results showed that 13% of students, that were 4 of 30 students, could organize the contents of exposition texts well. However, 87% of students, that were 26 of 30 students, were less able to organize the contents of the exposition text. These results indicated that most students were less able to organize the contents of the exposition text. Figure 2 showed the answers of students who were in the category of less able to organize the contents of the exposition text. Students were asked to organize the text content of each paragraph into a complete paragraph with the theme "Love and Proud Using Indonesian Electronic Products". However, students actually explained the function of fan and promotion in the previous paragraph and had nothing to do with the following paragraph. The paragraph that follows is also unclear to whom it refers. In addition, there was a repetition of promotional sentences in the last paragraph. These results indicated that the contents of the text written by students did not have a good organization of text content between paragraphs. In this aspect, there was a national insight content through a sentence calling for promoting domestic products, but unfortunately the organization of the contents of the text was not included in the category of exposition text. It meant that students in this category had not been able to write exposition texts based on national insights with good content organization in accordance with a theme.

The following are the interview results carried out by researchers (R) with the student (S) regarding student's response to the test of writing ability of national insight-based text genres.

> *R: How do you organize the content in writing descriptive text relating to the theme?*
> *S: I try to convey the information about cosmos fan made in Indonesia.*
> *R: What difficulties do you experience in organizing content or ideas in writing descriptive text?*
> *S: Feeling confuse about the organization of writing exposition text. When I wrote about cosmos fan made in Indonesia, I just focus to tell that we should proud of Indonesian products. I feel difficult to develop the ideas.*

The interviews showed that student have difficulties in organizing the content. Student did not have well understanding about the organization of exposition text. there was a national insight content through a sentence we should proud of Indonesian products, but unfortunately the organization of the contents of the text was not included in the category of exposition text. Students face difficulties in developing main ideas into supporting arguments, making their written texts tend to be unstructured, lack depth, and even fail to follow the organizational rules of expository texts.

The aspect of grammar in writing exposition text

The results showed that in terms of grammar, 10% of students, that were 3 of 30 students, could write exposition texts with good grammar. However, 90% of students, that were 27 of 30 students, were less able to write expository texts with good grammar. Based on these results, most students had not mastered the grammatical aspects of writing expository texts. Figure 2 above showed an example of the answers of students who were in the category of less able to write expository texts with good grammar. Grammatical forms include word order (morphology) and sentence structure (syntax). Students were asked to write expository texts with good grammar. However, students were less able to write good grammar. These results illustrated grammatical incompatibility from the aspect of word order (morphology).

Furthermore, in sentence structure (syntax), students wrote sentences with unclear subject in the sentence, such as "We should be very proud of the products we make, especially in our own country, and that we can use goods/products that are used in everyday life". The use of the word "should" should be eliminated because the use of the word "should" is not right at the beginning of the sentence thereby eliminating the function of the subject in the construction of a sentence. Then, the use of "and" twice in the second paragraph in one sentence construction was incorrect. This should be replaced with another word editor, or more precisely, by using the word "also" so that it formed a good and correct sentence construction.

In addition, in this aspect, there was grammar which contains elements of national insight through sentences calling for promoting domestic products, but unfortunately the contents of the text were not included in the category of exposition text. It meant that students in this category had not been able to write exposition texts based on national insights with good grammar.

The interview results carried out by researchers (R) with the student (S) regarding student's response to the test of writing ability of national insight-based text genres is as follows.

R: How do you use the grammar in writing exposition text relating to the theme?
S: I use grammar in writing based on my own knowledge and experience in daily life.
R: What difficulties do you experience in using grammar in writing exposition text?
S: I did not have a good understanding about the grammar. For me, expressing ideas in written language is more difficult than in spoken language because there are grammar rules.

The interviews showed that student have difficulties in using the grammar in writing exposition text. Student use the grammar only based on his own knowledge and experience in daily life. Students have not mastered the basic rules of grammar. Students who are more accustomed to writing in an informal or spoken style often struggle to adapt to academic writing.

The aspect of style (choice of structure and vocabulary) in writing exposition text

The results of the research on the style aspect (choice of structure and vocabulary) showed that 33% of students, that were 10 of 30 students, were able to choose structure and vocabulary well in the content of the exposition text. However, 67% of students, that were 20 of 30 students, were less able to choose the structure and vocabulary in the contents of the exposition text. These results indicated that the number of students who are less able to use structure and vocabulary choices in exposition text content were more than students who are able to use structure and vocabulary choices in text content.

The exposition text structure consisted of thesis, argument, and restatement. In the structure of the text there should be three parts that describe the structure of the text. In addition, the selection of the right vocabulary needed attention. In the student's answer, the structure of the text did not

meet the structure of the exposition text because the second and third paragraphs contained arguments and did not yet had reaffirmation.

In addition, in this aspect, there was a vocabulary that contains elements of national insight through sentences calling for promoting domestic products, such as "proud" and "promotion" which represent love for domestic products. Unfortunately, the contents of the text were not included in the category of exposition text. It meant that students in this category had not been able to write exposition texts based on national insights with good structure and vocabulary.

The interview results carried out by researchers (R) with the student (S) regarding student's response to the test of writing ability of national insight-based text genres is as follows.

> *R: How do you choose the style in writing exposition text including choice of structure and vocabulary?*
> *S: I use style in writing based on my own knowledge and experience in writing text.*
> *R: What difficulties do you experience in choosing the style in writing exposition text?*
> *S: I don't fully understand the choice of structure and vocabulary.*

The interviews showed that student have difficulties in choosing the style in writing exposition text. Student use the grammar only based on his own knowledge and experience in writing text. The student's understanding of style in writing is limited. Student need to improve the understanding about choosing the style in writing descriptive text including choice of structure and vocabulary.

The aspect of spelling in writing exposition text

In the aspect of spelling, the results showed that 23% of students, that were 7 of 30 students, could write expository texts using good spelling. However, 77% of students, that were 23 of 30 students, were less able to write expository texts using good spelling. It meant that most students had difficulty writing exposition texts with good spelling.

Figure 2 above showed an example of the answers of students who were categorized as less able in writing expository texts using correct spelling. Spelling included writing words, using punctuation marks, writing capital letters, writing italics, and borrowing words. In Figure 2 it was found writing a full stop (.) which should be used to end sentences in the first paragraph, second sentence and second paragraph, first sentence. Then, using a comma (,) should be used before the word "that is (translation)".

In addition, in this aspect, spelling forms that contained elements of national insight had not yet been found. It meant that students in this category had not been able to write exposition texts based on national insights with good spelling.

The following are the interview results carried out by researchers (R) with the student (S) regarding student's response to the test of writing ability of national insight-based text genres.

> *R: How do you use the spelling in writing descriptive text relating to the theme?*
> *S: I try to use spelling based on the rules*
> *R: What difficulties do you experience in using spelling in writing descriptive text?*
> *S: I have not well mastered. I am also not used to academic texts or writings with correct spelling.*

The interviews showed that student have difficulties in using spelling in writing descriptive text. Student try use the spelling rules. Students are not yet accustomed to academic texts or writing

with correct spelling, so they tend to find it difficult to imitate and apply the appropriate spelling rules.

Students' writing ability of procedure text

Procedure text was a text that describes steps, work methods, and procedures for doing something in detail for a specific purpose. Students' ability to write procedure texts was analyzed based on 5 indicators including 1) content or ideas put forward, 2) content organization, 3) grammar, 4) style (choice of structure and vocabulary), and 5) spelling. In detail, the description of the ability to write procedure texts based on national insight in college students was as follows.
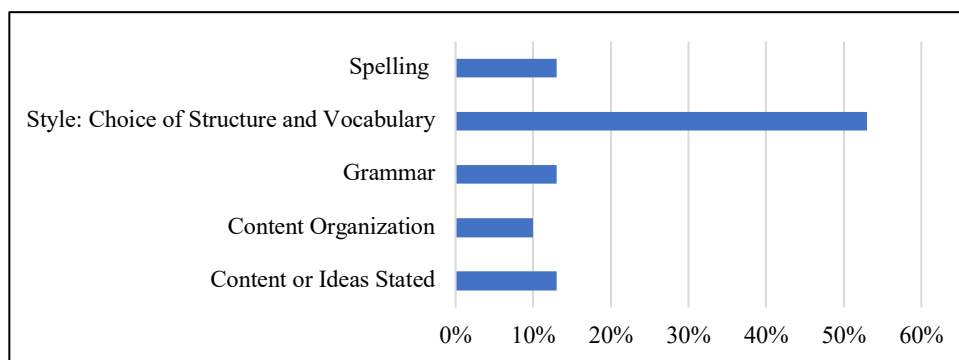

Figure 3. Students' writing ability of procedure text presented in percentage

The aspect of content or ideas stated in writing procedure text

In terms of content or ideas stated, the results showed that 13% of students, that were 4 of 30 students, were able to convey the contents or ideas of procedure text well. However, 87% of students, that were 26 of 30 students, were less able to express the contents or ideas of procedural texts properly. It meant that most students were not able to express the content or ideas of procedural texts properly.

Based on student answers categorized into the category of being less able to express the content or ideas of a procedure text, students were asked to make a procedure text with the theme "Love and Proud Using Indonesian Electronic Products". Based on Figure 6, students presented content or ideas regarding the details of Indonesian products and the description of a product. Students expressed content or ideas about Miyako branded products, but the contents of the student's writing did not describe the correct ideas in the procedure text. Students only explained Miyako branded products and invited them to love domestic products, but students did not explain the steps, ways of working, or procedures related to these Miyako branded products. Based on this, students were found not to had mastered the basic concepts of procedure text. Although in terms of ideas students were able to arrange ideas in line with the specified theme, students were still not able to come up with ideas in the form of the procedure text itself. In addition, in this aspect, there was a national insight content in the text above through a sentence calling to love domestic products, but unfortunately the contents of the text had not described the contents of the procedural text. It meant that students in this category had not been able to present content or ideas in accordance with the concept of national insight-based procedural texts.

The following are the interview results carried out by researchers (R) with the student (S) regarding student's response to the test of writing ability of national insight-based text genres.

R: Do you understand the theme given for writing descriptive text?

S: I think I understand the theme about "Love and Proud to Use Indonesian Electronic Products".
R: How do you find content or ideas for writing descriptive text relating to the theme?
S: I try to describe about Miyako products and the component of Miyako products such as fan and rice cooker.
R: What difficulties do you experience in stating content or ideas in writing descriptive text?
S: Find the content or idea and choose the topic related to the characteristic of procedure text.

The interviews showed that student have difficulties in stating content or ideas. According to the theme, student was asked to write a descriptive text related to the theme "Love and Proud to Use Indonesian Electronic Products". Student try to describe about Miyako products and the component of Miyako products such as fan and rice cooker. However, the idea stated not related to the characteristic of procedure text. There was a national insight content in the text above through a sentence calling to love domestic products, but unfortunately the contents of the text had not described the contents of the procedural text.

The aspect of content organization in writing procedure text
        The results of the research on the ability to write procedural texts on the aspect of content organization showed that 10% of students, that were 3 of 30 students, could organize the contents of procedural texts well. However, 90% of students, that were 27 of 30 students, were less able to organize the contents of the procedure text. It meant that most students are not able to organize the content or ideas of procedural texts properly.
        Base on the student answers that were categorized into the category of less able to organize the contents of a procedural text properly, students wrote procedural texts with unclear content organization. In the first paragraph, students explained the types of Miyako products. In the second paragraph, students explained the contents of the device on the Miyako branded fan. As for the third paragraph, students explained about the invitation to love domestic products. Viewed from the three paragraphs written by the student, the organization of the procedural text content was still unclear in conveying the idea. These results indicated that there was no good organization of the contents of the text between paragraphs and was not in accordance with the concept of the intended theme. In addition, the student's writing also did not contain the slightest procedural content.
        In this aspect, there was a content of national insight through sentences calling for love of domestic products, but unfortunately the organization of the contents of the text was not included in the procedural text category. It meant that students in this category had not been able to write procedural texts based on national insight with good content organization according to a theme. The following are the interview results carried out by researchers (R) with the student (S) regarding student's response to the test of writing ability of national insight-based text genres.

R: How do you organize the content in writing procedure text relating to the theme?
S: I try to describe about Miyako products.
R: What difficulties do you experience in organizing content or ideas in writing descriptive text?
S: I know the content organization of exposition text but it is difficult for me to state the content or idea in procedure text. I feel difficult to develop the ideas related to the procedure text and integrating the theme in the text.

The interviews showed that student have difficulties in organizing the content. Student find difficulties in applying content organization related to the procedure text and integrating the theme

in the text. Students also find difficulties in developing main ideas. Procedure texts should be arranged sequentially so that readers can follow the instructions easily. Students often have difficulty in determining the correct sequence of steps, making the procedure confusing. There was a content of national insight through sentences calling for love of domestic products, but unfortunately the organization of the contents of the text was not included in the procedural text category.

The aspect of grammar in writing procedure text
        In the aspect of grammar, the results of the study showed that 13% of students, that were 4 of 30 students, could write procedural texts with good grammar. However, 87% of students, that were 26 of 30 students, were less able to write procedural texts with good grammar. It meant that most students were less able to write procedural texts with good grammar.
        Grammatical forms included word order (morphology) and sentence structure (syntax). In Based on student answers that were categorized into the category of less able to write procedural texts with good grammar, it was found that students were less able to write good grammar. Based on the examples of these errors, students still had not mastered writing words that were in accordance with good and correct grammar. These findings illustrated that texts written by students still contain grammatical incompatibilities from the aspect of grammar (morphology).
        In the grammar of the sentence (syntax), in Figure 6 it was found that students wrote sentences with unclear subjects and the repeated use of the word "Indonesian products" in one sentence which should be summarized or referred to using pronouns. As an example, "*Love Indonesian products like Miyako so that foreign products have competitors and also advance Indonesian products because Indonesian products are not inferior to foreign products*". In addition, students wrote fences without a subject. In Paragraph 2 there was no subject and predicate to open the beginning of the sentence. These results indicated that the paragraph was not a good and correct sentence structure. The use of grammar in these paragraphs is still lacking in writing procedural texts. These findings indicated that students had not mastered sentence structure (syntax).
        In this aspect, there was a national insight content through sentences calling for love of domestic products, but unfortunately the contents of the text were not included in the procedural text category. It meant that students in this category had not been able to write procedural texts based on national insights with good grammar according to a theme.
        The following are the interview results carried out by researchers (R) with the student (S) regarding student's response to the test of writing ability of national insight-based text genres.

> *R: How do you use the grammar in writing text relating to the theme?*
> *S: I use grammar in writing based on my own understanding in learning writing text.*
> *R: What difficulties do you experience in using grammar in writing descriptive text?*
> *S: I know the grammar rules but I still do the mistakes.*

The interviews showed that student have difficulties in using the grammar in writing procedure text. Student use the grammar based on his own understanding in learning writing text. There were some mistakes in the word order (morphology) and sentence structure (syntax). Student has limited understanding about grammar. Student know the grammar rules but still do the mistakes. There were a national insight content through sentences calling for love of domestic products, but unfortunately the contents of the text were not included in the procedural text category

The aspect of style (choice of structure and vocabulary) in writing procedure text

In terms of style (choice of structure and vocabulary), the results showed that 53% of students, that were 16 of 30 students, were able to choose structure and vocabulary well in the content of procedure text. However, 47% of students, that were 14 of 30 students, were less able to choose the structure and vocabulary in the contents of the procedure text. These results indicated that students who are less able to use structure and vocabulary choices in the content of the description text were fewer than students who were already able to use the structure and vocabulary choices in the text content.

The structure of procedure text consisted of objectives, tools and materials, and steps. In the structure of the text there should be three parts that describe the structure of the text. In addition, the selection of the right vocabulary needed attention. Based on student answer, the text structure did not meet the correct procedure text structure because the first, second, and third paragraphs did not match the text structure and did not have stages that characterize a procedure text.

In this aspect, there was a content of national insight through vocabulary in sentences calling for love of domestic products, but unfortunately the contents of the text were not included in the procedural text category. It meant that students in this category had not been able to write procedural texts based on national insights with a good style (choice of structure and vocabulary) in accordance with a predetermined theme.

The interview results carried out by researchers (R) with the student (S) regarding student's response to the test of writing ability of national insight-based text genres is as follows.

> *R: How do you choose the style in writing exposition text including choice of structure and vocabulary?*
> *S: I use grammar in writing based on my own knowledge and experince in writing text.*
> *R: What difficulties do you experience in choosing the style in writing procedure text?*
> *S: I don't fully understand the choice of structure and vocabulary.*

The interviews showed that student have difficulties in choosing the style in writing procedure text. Student use the grammar only based on his own knowledge and experience in writing text. The student's understanding of style in writing is limited. Student need to improve the understanding about choosing the style in writing procedure text including choice of structure and vocabulary.

The aspect of spelling in writing procedure text

The results of the study on the spelling aspects showed that 13% of students, that were 4 of 30 students, could write procedural texts using good spelling and grammar. However, 87% of students, that were 26 of 30 students, were less able to write procedural texts using good spelling. Figure 3 above showed an example of the answers of students who were in the category of less able in writing procedural texts with spelling. Spelling included writing words, using punctuation marks, writing capital letters, writing italics, and borrowing words. Based on student answer, it was found that the writing of some words was not correct.

In addition, the full stop (.) should not be used in the 3rd paragraph of the first sentence. This is because the statements should be put together directly without any periods. Then, use a comma (,) which should be used before the word "and" in the 1st paragraph, the first sentence, because commas were used to specify more than two words. In addition, writing italics should be used in

foreign letters, such as mixer, rice cooker, speed so that it matched the correct and proper spelling. It meant that students still had difficulties in the spelling aspects of writing procedure texts. In addition, in this aspect, spelling that contain elements of nationalism have not yet been found. It meant that students in this category have not been able to write procedural texts based on nationalism with good spelling.

The following are the interview results carried out by researchers (R) with the student (S) regarding student's response to the test of writing ability of national insight-based text genres.

> *R: How do you use the spelling in writing procedure text relating to the theme?*
> *S: I try to use spelling based on the rules.*
> *R: What difficulties do you experience in using spelling in writing procedure text?*
> *S: Sometimes I forgot the right spelling and do the mistakes.*

The interviews showed that student have difficulties in using spelling in writing procedure text. Student try spelling rules. However, sometimes student forgot the right spelling and do the mistakes. The implementation of spelling in writing is also limited.

Discussion

Students' ability in writing national insight-based text genres is divided into 3 types, namely the writing ability of descriptive text, exposition text, and procedural text. The three types of text genre writing abilities were reviewed based on 5 indicators consisting of 1) content or ideas stated, 2) content organization, 3) grammar, 4) style (choice of structure and vocabulary), and 5) spelling. The five indicators were analyzed in depth to describe the writing ability of national insight-based text genres on college students in university.

Based on the results, in general students in writing text genres consisting of descriptive text, exposition text, and procedural text had different abilities and levels of difficulty for each type of text. First, in the descriptive text, from the five indicators, only the indicators of the content or ideas stated had a higher percentage of students who were able to express content or ideas in the descriptive text compared to students who were less able, even though the difference was quite small. Moreover, the remaining four indicators, it was found that most students had not mastered aspects of content organization, grammar, style (choice of structure and vocabulary), and spelling in writing descriptive texts based on national insights.

In terms of style (choice of structure and vocabulary), the descriptive text written by the students did not fulfill the complete description text structure and many choices of vocabulary were not appropriate. This is in line with the results of the study of Muktadir (2021) which stated that there were student errors in the use of vocabulary in writing descriptive texts, including using non-standard vocabulary, conjunctions were often at the beginning of sentences, placeholders were used to indicate time, difficulty in distinguish prepositions with affixes, and the use of words that were not effective and efficient.

The ability to write student description texts also has links with other aspects. The results of the study of Nirwana & Ruspa (2021) showed that there was a positive and significant influence between reading habits and the ability to write descriptions. The results of the study of Halim & Zaidin (2022) showed that there was a significant influence between creative attitudes and the ability to write student descriptive discourse. Therefore, students needed to be facilitated with experiences on how to explore topics or ideas as a source of writing for writing descriptive texts (Muktadir, 2021; Yunisah et al., 2023; Meldawati et al., 2023; Yunisah et al., 2023).

Second, in the exposition text, from the five indicators, only indicators of content or ideas stated had the same percentage of students who were able to express content or ideas in exposition texts as students who were less able. The remaining four indicators found that most students had not mastered aspects of content organization, grammar, style (choice of structure and vocabulary), and spelling and grammar in writing of national insights-based expository texts. In terms of grammar aspects, the results illustrated grammatical incompatibility from the aspect of word order (morphology). In line with research from Umamah, Hidayanti, & Kurniasih (2019) that showed generally the difficulty faced by students in writing of exposition text was s in the aspect of grammar.

The students' writing ability of exposition texts is also related to other aspects. Research Santoso (2020) showed that there was a positive correlation between mastery of syntax and reasoning together on the ability to write expository paragraphs. The results of the study of Sukoyo (2013) showed that there was a positive relationship between vocabulary mastery and reading interest together with exposition writing skills. The research results of Hakim & Bakri (2022) revealed that students were able to develop written exposition texts through the stages of creative thinking. Therefore, it is important to prepare the compulsory curriculum subjects of Indonesian language learning process in order to improve students' ability in writing exposition texts.

Third, in procedural text, from the five indicators, only the style indicator (structure and vocabulary choices) had a higher percentage of students who were able to use structure and vocabulary choices in the contents of the description text compared to students who were less able to use the structure and vocabulary choices of the contents of the text. Moreover, the remaining four indicators, it was found that most students had not mastered aspects of the content or ideas stated, content organization, grammar, and spelling and writing in writing procedural texts based on national insights. Students still experience difficulties in writing procedure texts. Therefore, it is necessary to have appropriate learning to develop students' ability to write procedure texts. This is in line with the benefits obtained by students. Writing procedure texts aims to make students understand how to do and how to make something in sequential steps (Sujanti, 2020).

Viewed from the content of national insights, the three types of texts written by students show different results. In the type of descriptive text, there was no content of national insight in the contents of the descriptive text. As for the type of exposition and procedure text, there was a content of national insight through sentences in the text, but unfortunately the contents of the text were not included in the category of exposition and procedure text. The results of this study have implications for learning Indonesian language in university, especially on the topic of writing. The results of this study can be used as a reference for further research, such as examining students' writing abilities from other perspectives. This research also provides opportunities for further research in order to be able to examine the development of Indonesian language teaching materials based on national insight for students in university.

Conclusion

Generally, the average of students' writing ability of national insight-based text genres was still under the minimum standard of passing grade in writing topic of Indonesian language learning in higher education. Students in writing text genres consisting of descriptive text, exposition text, and procedural text have different abilities and levels of difficulty for each type of text. In descriptive and exposition texts, the most difficulties were found in the aspects of content organization, grammar, style (choice of structure and vocabulary), and spelling and grammar. As for the procedure text, difficulties were found in the five indicators of writing ability. The content

of national insight, the three types of texts have not been fully internalized in the text. This research also provides an opportunity for further research in order to be able to research the development of Indonesian language teaching materials based on nationalism for students in higher education.

Declaration of conflicting interest
The authors declare that there is no conflict of interest in this work.

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