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## Improving Students' Short Story Writing Skills: A Study on the Effects of Problem Based Learning with Image Media

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**Abstract:** One of the language components is writing, and the skill of writing short stories is a part of learning Indonesian, as well as being a literary work in the form of narrative prose with relatively short stories. Although Indonesian language subject teachers have tried to teach their students by using various learning models to improve short story writing skills, the expected learning outcomes are difficult to achieve. But it is believed that improving students' short story writing skills can be improved by teaching them with problem-based learning models assisted by media images. The purpose of this study was to reveal students' writing skills in short story texts before and after being taught with the Problem Based Learning learning model with the Assistance of Picture Media. This study used an experimental method, the respondents were a group of students who were given a pretest before being given treatment, namely learning with this learning model and after that they were given a posttest. The source of the research data was a study group of class VIII students of SMP (junior high school) N 4 Lahewa. The results of the study concluded that there was a significant increase in students' short story writing skills after being taught with the problem-based learning model assisted by media images. Before being taught with this learning model, students' short story writing skills were in the poor category, whereas after being taught with this learning model, their skills in writing were in the very good category. So it is suggested to Indonesian language subject teachers to use this learning model to improve students' ability to write short story texts.

**Keywords:** Problem Based Learning, Picture Media, Short Stories

### 1. Introduction

The learning abilities of students in learning are not the same, and their activities in participating in the learning process are very different (Mahanal et al., 2019; Halawa, 2020). Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state. (Lase, 2022). The learning process is organized interactively, fun, challenging, inspiring, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence according to the talents, interests, abilities, and sense of physical and psychological development of students (Halawa & Basri, 2019). Educators need to creatively combine media with learning materials to support the success of the learning process (Lase et al., 2022). Media needs to be the most important part and must be in harmony

with all learning activities (Famahato Lase, 2022). The use of multimedia makes a significant contribution to learning acceleration (Harefa et al., 2023).

Learning Indonesian places it as an attractor for other subjects, so it must be ahead of all other subjects (Halawa & Lase, 2022a). Writing skill is one of the language skills. One of them in learning Indonesian is the skill of writing story texts. (Hastuti et al., 2023; Halawa & Lase, 2022b). Short story text is a literary work in the form of narrative prose with a relatively short story (Kottacheruvu, 2023). It is said to be short, because basically short stories only have one problem or conflict focus. Students who think creatively will be able to explore good ideas or ideas to be able to write a work such as short stories (Ranabumi et al., 2017). Indonesian language learning that is applied in class must use various approaches that enable students to have the ability to be more creative in their thinking activities (H. Bawamenewi & Halawa, 2023).

Various attempts have been made by Indonesian language subject teachers to teach their students using various learning models to improve their ability to write short stories, but the expected learning outcomes are not optimal. Several research results regarding improving skills in writing short story texts revealed their findings, including concluding that: (1) there was an increase in students' ability to write short stories through short stories and film-making activities (Fauzi & Pratama, 2021); (2) the story wheel method has a positive effect on students' creative writing skills (Hakan Çetin et al., 2021); (3) there was an increase in students' creative writing skills after being taught using the SCAMPER method (Şenel, 2018); (4) reading English short stories can improve writing skills (Kottacheruvu, 2023); (5) students who are taught by learning using UEU e-learning media show significant changes (Firman Syah, 2020); (6) students' writing skills at school increased after being taught with the cooperative learning model (Yusuf et al., 2019); (7) there was an increase in students' creative writing abilities after being taught with the A TESOL learning model (Kumar, 2020); (8) creative and collaborative story writing activities have a positive influence on students' writing success (Dimililer et al., 2020); and (9) the Read for Writing model has a positive effect on students' short story writing skills (Bartan, 2017), and various other research results. Although many research results have revealed about improving short story writing skills, research on "improving students' short story writing skills: a study of the effect of problem-based learning with media images" is believed to be even more superior in improving short story writing skills. This is emphasized because this learning model directly uses image media. Students are directly guided to look at pictures by mobilizing their life energy, namely: thinking, feeling, behaving, acting, and being responsible to the end for writing stories based on the images they see.

Learning to write short stories includes learning to write creatively. The 1994 curriculum states that the purpose of learning creative writing is for students to be able to write creatively, edit their own essays or other people's essays in paying attention to the use of spelling, punctuation, word choice, sentence structure, and cohesion of essay content (Gani, 2019). In the 2004 curriculum it is stated that one of the basic components expected to be achieved in creative writing is that students are able to write personal experiences in the form of short stories (Lase & Nirwana, 2018). The indicator of achieving the expected results is that students can write short stories by paying attention to the originality of ideas, storylines, and language creativity. The 2004 curriculum competency standards that have been developed in the form of guidelines for the preparation of KTSP still mandate the learning of short story writing. This can be seen in the competency standards for writing literature which mandate that students are able to express their own and other people's experiences in short stories. On the basis of the curriculum mandate above, learning to write short stories absolutely must be conveyed to students (Machrus, 2016).

Short story texts are a form of literary work that is popular and read by many people, especially after 1950 (Şentürk & Kahraman, 2017; Munthe & Lase, 2022). This is evident from the acceleration of the publication of a collection of short stories. Until 1983, an average of 5 short stories collections were published each year. That number increased sharply, until 2005 on average every year 20 collections of short stories were published (Noor, 2006:27). If short story writing skills are practiced, then it can become a profession (Yunita et al., 2018; Gunungsitoli, 2021). Short story (short story) etymologically is basically a work of fiction or "something that is constructed, found, made. This means that short stories are inseparable from facts (Lase et al., 2020). Fiction which refers to the notion of fiction or construction in short stories is found in its physical elements (Stevani et al., 2023). While the facts that refer to reality in

short stories are contained in the theme. Thus, short stories can be compiled based on the facts experienced or felt by the author (Ermetova, 2023).

In short stories there are also building elements (Ali Mansoor et al., 2023), these elements include (1) themes which are the core issues that will be developed by the author in his work and are animating all parts of the story, (2) characterizations, namely depictions a description of the characters in the story which includes the naming, characterization, physical condition, psychological state, and the character of the character, (3) the plot is a series of stories formed by the stages of events so that a story is formed that is presented by the actors in a story. All events that occur must be based on the law of cause and effect, so that the plot is clear, does not refer to the story line but connects all events (4) setting is something that leads to everything related to place, time, and society. Setting can be understood as the foundation on which various events and stories are told in fictional stories, (5) the center of the story/point of view, is the strategy, technique, strategy, which the author deliberately chooses to present his ideas and story. In this study, the assessment indicators that the researchers used were characterization, setting, and plot. and (6) story style, which is a matter of choice of words, choosing and using words according to the content to be conveyed (Journal et al., 2000).

Style is a typical way of expressing an author, which is reflected in the way the author chooses and arranges words, in selecting themes, in viewing themes or reviewing issues. Style is mainly determined by diction and sentence structure (Nur, 2023). At SMP N 4 Lahewa Timur class VIII there are still students who are less able to write short story texts even if they are just telling stories about their surroundings, these obstacles are as follows (Porwokerto et al., 2022). First, students are not yet skilled or have difficulty in expressing their ideas or ideas in writing a short story text. Second, there are still difficulties in determining the elements contained in writing a text, especially in the building elements of the short story text. This is because students still do not understand the nature of each element of the short story text. Third, students still have difficulties in using the right words or diction in writing Indonesian spelling (Sinestesia, 2023). To overcome these problems, students need to be given a treatment, which is taught using the problem-based learning model with the help of media images (Nurkhin et al., 2020). Effective sentence writing skills require practice to make it easier to understand the concepts and understanding contained in each piece of writing (Tran & Pham, 2023). Students who actively practice their writing skills make themselves more creative so that it is easier for them to express their thoughts or ideas in written form. Student motivation arises when the teacher gives exercises and assignments to students to develop ways of thinking and expressing their thoughts and opinions in the form of effective sentences (A. Bawamenewi, 2022).

The teacher has a very large influence role in improving student learning outcomes, because he is the one who directly deals with students during the learning process, and one of the efforts that can be made by the teacher is to apply appropriate learning strategies (Lase et al., 2020). Learning that uses real or authentic problems that are open as contexts for students to develop problem solving and critical thinking skills as well as at the same time build new knowledge, and a series of learning activities that emphasize problem solving processes that are approached scientifically is a problem based learning model (Hidayat et al., 2019).

The steps for implementing learning the skills of writing short story texts using a problem-based learning model assisted by media images can be described as follows (Dwipayani et al., 2023). First, introduce students to the problem. In this initial phase, the teacher asks the problems faced by students in writing short story texts, then the teacher and students solve the problems raised by these students. Second, invite students to learn. In this phase, the teacher distributes a short story text along with its contents. Students read the short story text that has been distributed, then the teacher divides students into several groups. Then, the teacher asked them a number of questions to find out the basic understanding of students such as, who are the characters, the setting, and how the flow of the text is read. Third, guiding individual/group investigations. In this phase, they are asked in groups to fill in the form based on the text of the short stories they read. After completing filling in the form, the teacher and students discuss the format in question. Then, the teacher shows the short story text image media that has been distributed. The teacher explains to students that the picture shown is a picture of the story text that has been read. Next, the teacher distributes other pictures randomly. Students sort the pictures with the aim of stimulating them to think about the story that will be made. Fourth, developing and presenting the work. In this phase students discuss the main points of the picture story with their

respective groups. After that, they wrote a short story text based on the picture. Fifth, analyze and evaluate the problem-solving process, in this last phase the teacher and students evaluate student writing and provide students with opportunities to revise it. After that, the teacher provides reinforcement related to the material that has been discussed.

There are nine advantages of the problem-based learning model assisted by image media as follows. First, problem-based learning is a pretty good technique for better understanding lesson content (Sari et al., 2021). Second, it can challenge students' abilities and provide satisfaction to discover new knowledge for students (Ananda et al., 2023). Third, it can increase student learning activities (Khasanah, 2023). Fourth, it can help students how to transfer knowledge to understand real-life problems (Khasanova, 2023). Fifth, it can help students to develop their new knowledge and be responsible in the learning they do (Rafiq et al., 2023). Sixth, it is seen as more fun and liked by students (Ssemugenyi, 2023). Seventh, can develop their skills to adapt new knowledge. Eighth, it can provide opportunities for students to apply the knowledge they already have in the real world (Rachid, 2023). Ninth, it can develop students' interest to continue learning even though studying in formal education has ended (Suryadi et al., n.d.). Problem-based learning is a learning model that can develop students' rational thinking skills, namely the ability to analyze situations and apply the knowledge they acquire to new situations, recognize differences between facts and opinions, and foster students' abilities to assess objectively (Hariani, 2019).

The use of problem-based learning models with the help of media images aims to make students understand learning to write short story texts, to know the building elements of texts (Hamzah et al., 2022). It is hoped that the selection of the problem based learning model assisted by image media will be able to assist the implementation of learning to write short story texts (Munawaroh et al., 2022). Thus, the purpose of this study was to see the differences in students' writing skills in short story texts before and after being taught with the problem-based learning model assisted by media images (Lase, 2017).

## 2. Methodology

This type of research is quantitative research. This research is called a quantitative research because it uses numbers as data, namely in the form of scores of short story writing skills before and after using the PBL model assisted by student image media (Lase, 2022). These numbers were obtained from tests of students' short story writing skills. Quantitative research is research that uses numbers, starting with data collection, interpretation of the data, and display of the results (Lase et al., 2023). The method used in this research is the observation method and the provision of questionnaires to students (Gulo et al., 2023).

This research was conducted to determine differences in student learning outcomes in writing short stories before and after being taught using the problem-based learning model assisted by media images on students' short story writing skills (Lase, 2022a). There are several assessment indicators used, namely structure, characterization, setting, plot, and the use of language and punctuation. The sample for this assessment was class VIII students of SMP N 4 Lahewa Timur. The design of this study was one class group with pretest and posttest tests. At the initial meeting, students are given an initial test, then students are given treatment using a problem-based learning model or problem-based learning assisted by media images (Mathematic et al., 2023), and at the final meeting, students are given a final test. The data in this writing are students' short story writing scores obtained through pretest and posttest results with assessment indicators namely structure, characterization, setting, plot and use of language and punctuation.

This research was conducted to determine differences in student learning outcomes in writing short stories before and after being taught using the problem-based learning model assisted by media images on students' short story writing skills (Septiani & Suharto, 2023). There are several assessment indicators used, namely structure, characterization, setting, plot, and use of language and punctuation (Setlight et al., 2023). The sample for this assessment was class VIII students of SMP (junior high school) N 4 Lahewa Timur. The design of this study was one class group with pretest and posttest tests. At the initial meeting, before being given treatment, students were given an initial test to see their ability to write short story texts by listening to a story from the teacher according to the contents of the story in the picture without showing pictures, then writing it into short story text, and given an assessment

(Sakkir et al., 2021). Furthermore, students were given treatment, namely they were taught with a problem-based learning model or problem-based learning assisted by media images, and wrote them into short story texts. At the end of the meeting students are given a final test, namely the results of their work are assessed, and compared with the results of the initial assessment (Lase & Nirwana, 2018). The data in this writing are students' short story writing scores obtained through pretest and posttest results with assessment indicators namely structure, characterization, setting, plot and use of language and punctuation (Lase & Nirwana, 2018).

The pretest and posttest were carried out in the form of short story writing exercises which were given to students. The initial task of students before writing short stories is to observe or analyze the media images, based on what is observed from the media images students write short stories using their own language. In this study, several instruments were used including validation sheets, media images, student response questionnaires, and student learning outcomes assessment sheets.

### 3. Results and Discussion

#### 3.1. Results

##### 3.1.1. Students' Short Story Text Writing Skills Before Using the Problem Based Learning Model Assisted by Picture Media

Short story writing skills before using the problem based learning model assisted by picture media for class VIII students of SMP (junior high school) N 4 Lahewa Timur are classified based on a scale of 10. The value of short story text writing skills before using the problem based learning model assisted by picture media for students grouped into the following three groups. First, there were 6 students who scored with a good qualification. Second, there were 11 students who scored with the qualification of More than Adequate. Third, there are 2 students who get scores with the Fair qualification. The short story writing skills scores of students before using the PBL model assisted by media images were generally in the More Than Enough qualification.

Short story writing skills before using the problem based learning model assisted by picture media for students are classified based on a scale of 10. The value of short story text writing skills before using the problem based learning model assisted by picture media for students grouped into the following three groups. First, there were 6 students who scored with a good qualification. Second, there were 11 students who scored with the qualification of more than Adequate. Third, there are 2 students who get scores with the fair qualification. The short story writing skills scores of students before using the PBL model assisted by media images were generally in the more than enough qualification.

Short story writing skills before using the problem based learning model assisted by picture media for students are classified based on a scale of 10. The value of short story text writing skills before using the problem based learning model assisted by picture media for students grouped into the following three groups. First, there were 6 students who scored with a Good qualification. Second, there were 11 students who scored with the qualification of more than adequate. Third, there are 2 students who get scores with the Fair qualification. The short story writing skills scores of students before using the PBL model assisted by media images were generally in the more than enough qualification.

In terms of each indicator, the skills of writing short story texts for students prior to the problem-based learning model assisted by media images are as follows.

First, for indicator 1 (short story text structure) there are 2 students who score with Perfect qualifications. There were 8 students who obtained grades with very good qualifications. There are 5 students who get scores with the qualification of more than enough. There were 3 students who scored with the qualification adequate. Students who scored with the qualification almost enough totaled 1 person.

Second, for indicator 2 (characterization), there are 2 students who get grades with very good qualifications. There were 10 students who scored with the qualification of more than enough. There were 5 students who scored with the qualification of enough. There were 2 students who scored with the qualification of almost enough.

Third, for indicator 3 (background), there were 5 students who scored very good qualifications. There were 9 students who obtained scores with the qualification of More Than Enough. There were 4



students who scored with the qualification enough. There are 1 students who get scores with the almost enough qualification.

Fourth, for indicator 4 (flow), there is 1 student who gets a score with Perfect qualification. There are 5 students who get grades with very good qualifications. There were 7 students who obtained scores with the qualification of more than enough. There were 5 students who scored with the qualification of enough. There were 1 student who scored with the qualification of almost enough.

Fifth, for indicator 5 (use of language and punctuation), all students can use the appropriate language or diction and punctuation to compose a short story. Based on these results, it was concluded that the average short story text writing skill for students before using the problem-based learning model assisted by media images was the highest in indicator I (fable text structure) and the lowest in indicator 4 (plot).

### **3.1.2. Short Story Writing Skills for Class VIII Students of SMP Negeri 4 Lahewa Timur after Using the Problem Based Learning Model Assisted by Media Pictures**

Short story writing skills after using the problem based learning model assisted by picture media for students were classified based on a scale of 10. The value of fable text writing skills after using the problem based learning model assisted by picture media for students were grouped into the following three groups. First, there were 8 students who scored very good qualifications. Second, there were 10 students who scored with a good qualification. Third, there were 1 student who scored with the qualification of more than enough. The short story writing skill scores of students after using the PBL model assisted by media images are generally in the good qualification. In terms of each indicator, the short story writing skills of students after using the problem-based learning model assisted by media images are as follows.

First, for indicator I (short story text structure), there were 6 students who scored with the perfect qualification. There were 9 students who obtained grades with very Good qualifications. There are 4 students who get scores with the qualification of More than enough.

First, for indicator 1 (short story text structure), there were 6 students who scored with the perfect qualification. There were 9 students who obtained grades with very good qualifications. There are 4 students who get scores with the qualification of more than enough.

Second, for indicator 2 (characterization), there are 10 students who get scores with perfect qualifications. There were 7 students who obtained grades with very good qualifications. There are 2 students who get scores with the qualification of more than enough.

Third, for indicator 3 (background), there are 7 students who score with perfect qualifications. There were 9 students who obtained grades with very good qualifications. There are 3 students who get scores with the qualification of More than enough.

Fourth, for indicator 4 (flow), there are 11 students who score with very good qualifications. There are 6 students who get scores with the qualification of more than enough. There were 2 students who scored with the qualification of enough.

Fifth, for indicator 5 (use of language and punctuation), all students can use the appropriate language or diction and punctuation to compose a short story. Moreover, when using media-assisted images, the use of words is more structured to increase students' knowledge.

### **3.1.3. Differences in Student Learning Outcomes After being taught with the Problem Based Learning Model assisted by Picture Media on Short Story Text Writing Skills for Class VIII Students of SMP (junior high school) 4 Lahewa Timur**

Differences in student learning outcomes after being taught with the problem based learning model assisted by picture media on the writing skills of short story texts of students. This is known by comparing the skills of writing short story texts of students before and after using the problem based learning model assisted by media images using the t-test formula. Before the t-test was carried out, the normality and homogeneity of the data groups were tested first.

The data normality test was carried out to find out whether the data is normally distributed or not. The normality test was carried out by the liliefors test. Based on the liliefors test, it was concluded that the data before being given treatment (pretest) were normally distributed at a significance level of 95% for  $n = 33$ , because  $L_t$  was greater than  $L_o$  ( $0.1541 > 0.1216$ ). Likewise, the data after being given

the treatment (posttest) is normally distributed at a significance level of 95% for  $n = 33$ , because  $L_t$  is greater than  $L_o$  ( $0.1541 > 0.1288$ ). The data homogeneity test was carried out to find out whether the data group has homogeneity or not. The homogeneity test was carried out using the ratio formula for the largest variant with the smallest variant. Based on the homogeneity test conducted, it was concluded that the data group has homogeneity at the 95% level with  $dk_{ni}$  as the numerator and  $n_2$  as the denominator, because the value of  $F_{table} > F_{count}$  ( $1.82 > 1.65$ ).

Next, a hypothesis test was carried out using the t-test formula. Based on the results of the t-test, it was concluded that the alternative hypothesis ( $H_1$ ) was accepted at the 95% significance level and  $dk = n-1$  because  $t_{count} > t_{table}$  ( $6.50 > 1.70$ ). In other words, the use of the problem based learning model assisted by media images on the skills of writing short story texts for students is different. This can also be seen from the average value after using the problem based learning model assisted by media images is higher than the average value before using the problem based learning model assisted by media images.

Judging from the results of the short story text writing skills test for students after using the problem based learning model assisted by media images was higher than the writing of students before using the problem based learning model assisted by media images. This is evident from the research results which show that the skills of writing short story texts for students after using the problem based learning model assisted by serial picture media are in the very good qualification with an average score of 82.48. The skills of writing short story texts for students before using the problem-based learning model assisted by media images are in the qualification of more than enough with an average value of 73.96. Likewise with the hypothesis test that was carried out,  $t_{count} > t_{table}$  ( $6.50 > 1.70$ ) at a significant level of 95%.

### 3.2. Discussion

Based on the analysis of students' writing, it can be concluded that the use of the problem-based learning model assisted by media images on short story text writing skills resulted in higher student writing results compared to before using the problem-based learning model assisted by media images (Harahap et al., 2023). This can be seen from the results of the scores of students' writing skills. So, it can be concluded that the problem-based learning model assisted by media images has an effect on the skills of writing short story texts for students. Judging from the advantages of the problem-based learning model assisted by media images, this model is well used in learning to write short story texts (Yomaki et al., 2023). This is because this model emphasizes student activity in the learning process. This model is a learning model that requires students to be able to work together in solving problems.

The problem-based learning model with the help of picture media places more emphasis on student activities through the syntax/steps (Kurniawan, 2023). This media is a container that has the function of touching the thoughts, attention and feelings of students to be more motivated in participating in the learning process (Sekarwangi et al., 2021). It serves to send information to the recipient from existing sources. Serial picture media is a collection of pictures containing activities or chronology which are described in a coherent manner, and has the advantage of having intensive interaction between students and their surroundings where they learn to overcome existing limitations, namely sensory power, time, space, and clarify information so that don't use or express it too much in words (Suhirman et al., 2021). This is emphasized because media images can arouse or motivate students' enthusiasm for learning and attract their attention (Apsari et al., 2023). These pictures contain meaning and are sequential, contain numbers in each picture which form a unified whole, contain a series of stories that have an implied message in them (Raviqah et al., 2023).

Based on data analysis, students' short story writing skills before and after using the PBL model assisted by media images had positive and negative findings. The positive findings are that students have experienced an increase in writing short story texts using the PBL model assisted by media images seen from the indicators of fable text structure, characterizations, setting, and plot as well as the use of language and punctuation. First, the structure of the short story text, students have written the short story text structure in full and with the correct content, namely abstract, orientation, series of events, complications, resolution, and coda. Meanwhile, before using the PBL model assisted by serial picture media, there were still many students who did not write inappropriate content (Sujana, 2023). Second, characterizations, students have written characterizations more completely than before applying the

PBL model assisted by serial image media (Aires et al., 2023). Third, the setting, the setting for the fable text written by students has been described accurately, both regarding the setting of the place, setting of time, and setting of the atmosphere (Dwi, 2022; Lase et al., 2023). Furthermore, the findings were negative, that students were not yet skilled at writing short story texts before using the PBL model assisted by media images as seen from the indicators of structure, characterization, setting, and plot. In the short story text structure indicator, students still have difficulty developing content in the text structure. In addition, students still write characterizations which include physical conditions and incomplete character explanations (Rokhmansyah et al., 2023; Zebua, 2023).

Based on this description, it is concluded that the teacher plays an important role in planning, implementing, evaluating, and providing variations of learning models to students so that students do not get bored quickly in learning, especially writing short story texts. The average difference in short story writing skills before and after using the PBL model assisted by picture media for students, is considered as the influence caused by the use of the PBL model assisted by serial picture media given by the teacher to students.

## 4. Conclusions and Recommendations

### 4.1. Conclusions

Based on the results of the analysis and discussion, it can be concluded. First, the skills of writing short story texts for students before using the problem-based learning model assisted by media images are in the more than enough qualification. Second, the skills of writing short story texts for students after using the problem-based learning model assisted by serial picture media are in the Good qualification. Third, the skills of writing short story texts for students after using the problem-based learning model assisted by media images are better. short story for class VIII students of SMP (junior high school) N 4 Lahewa Timur because  $t_{count} > t_{table}$  ( $6.50 > 1.70$ ).

### 4.2. Recommendations

Based on the conclusions above, it is suggested to teachers of Indonesian language subjects to use the problem-based learning model assisted by media images to improve students' skills in writing short story texts. This is because this learning model plays an important role in realizing learning objectives. It is suggested to students to practice writing more, both at school and outside of school, so that writing skills, especially writing short story texts, can be well mastered. For other studies, as input from comparisons in conducting research related to this problem. With comparisons from other researchers, it will be a reference in conducting research using different learning models.

Based on the conclusions above, it is suggested to teachers of Indonesian language to vary the learning models and media, especially in learning the skills of writing short story texts. This is because the learning model plays an important role in realizing learning objectives. It is suggested to students to practice writing more both at school and outside of school, so that writing skills, especially writing short story texts, can be well mastered. For other studies, as input from comparisons in conducting research related to this problem. With comparisons from other researchers, it will be a reference in conducting research using different learning models.

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