



Improving Short Story Writing Skills Through the Medium of Song Text with Guided Practice Method

(Peningkatan Keterampilan Menulis Cerpen melalui Media Teks Lagu
dengan Metode Latihan Terbimbing)

Marti Marganingsih¹, Nurudeen Babatunde Bamiro²
martimarganingsih@gmail.com¹, nurudeen.bamiro@lasu.edu.ng²

¹Postgraduate Program, Master of Indonesian Language and Literature Education
Sultan Ageng Tirtayasa University, Indonesia

²Faculty of Education, Lagos State University, Ojo, Lagos State, Nigeria

Info Artikel :

Sejarah Artikel :

Diterima
2 Juli 2022
Disetujui
4 Agustus 2022
Dipublikasikan
13 Agustus 2022

Keywords :

guide practice method,
short story writing
skills, song text media

Kata Kunci :

kemampuan menulis
cerpen, media teks
lagu, metode latihan
terbimbing

Abstract

This study aims to find the right media as a means of improvement of short story writing skills of SMAN 2 Maja students. This study uses a classroom action research method, which combines an actual action with research steps in the classroom. The instrument used to collect data in this study was a test and a non-test. The test was used by researchers to determine the ability of students to write short stories, while the non-test forms in this study were in the form of observation sheets, interview sheets, and student journal sheets which were used to reveal changes in student behavior. Efforts to improve the short story writing skills of class XI IPA SMAN 2 Maja students based on song texts with the guided practice method showed good results. These results can be seen from the author's observations of students in stage I and stage II. The results of the first phase of the research include the intrinsic elements of short stories compiled by class XI IPA SMAN 2 Maja students based on the text of the song, namely the theme and message, plot/ plot, background/ setting, characters and characterizations, point of view, language style, cohesiveness. In stage I, it is clear that the results of observing students' intrinsic elements in writing short stories based on song texts are clearly illustrated. While in stage II, it is clear that the results of observing students' attitudes in writing short stories based on song texts are clearly illustrated. The results showed that the students felt happy and understood when writing short stories based on song texts so that the writings were interesting.

Abstrak

Penelitian ini bertujuan untuk menemukan media yang tepat sebagai sarana peningkatan keterampilan menulis cerpen para siswa SMAN 2 Maja. Penelitian ini menggunakan metode penelitian tindakan kelas, yaitu menggabungkan suatu tindakan sesungguhnya dengan langkah-langkah penelitian di kelas. Pengumpulan data dalam penelitian ini memakai instrument tes dan nontes. Peneliti memakai alat tes untuk mengetahui kemampuan peserta didik dalam menulis cerpen, sedangkan bentuk nontes berupa lembar observasi, lembar wawancara, dan lembar jurnal peserta didik yang digunakan untuk mendeskripsikan perubahan tingkah laku siswa. Upaya peningkatan keterampilan menulis cerpen siswa kelas XI IPA SMAN 2 Maja berdasar teks lagu dengan metode latihan terbimbing menunjukkan hasil baik. Hasil ini dapat dilihat dari pengamatan penulis terhadap siswa pada tahap I dan tahap II. Hasil penelitian tahap I meliputi unsur-unsur intrinsik cerpen yang disusun siswa kelas XI IPA SMAN 2 Maja berdasar teks lagu yaitu tema dan amanat, alur/ plot, latar/ seting, tokoh dan penokohan, sudut pandang, gaya bahasa, keterpaduan. Pada tahap I tergambar jelas hasil pengamatan unsur-unsur intrinsik siswa dalam menulis cerpen berdasar teks lagu. Sedangkan pada tahap II tergambar jelas hasil pengamatan sikap siswa dalam menulis cerpen berdasar teks lagu. Hasil penelitian menunjukkan bahwa para siswa merasa senang dan memahami ketika menulis cerpen berdasar teks lagu sehingga hasil tulisannya menarik.



Kredo 6 (2023)
KREDO: Jurnal Ilmiah Bahasa dan Sastra
Terakreditasi Sinta 4 berdasarkan Keputusan Direktorat
Jenderal Penguatan Riset dan Pengembangan,
Kementerian Riset, Teknologi dan Pendidikan Tinggi
Republik Indonesia
Nomor: 23/E/KPT/2019. 08 Agustus 2019
<https://jurnal.umk.ac.id/index.php/kredo/index>



INTRODUCTION

Writing is one of the skills in Indonesian field of study. With writing activities, students are expected to be able to express concepts or ideas that are rational and imaginative. For this reason, teaching and learning activities of writing in schools can be taught with the right strategy so that students' abilities and creativity can be channeled. The skill of writing is in fact a transfer of thoughts and feelings into the form of language symbols. Students can convey their feelings and minds through writing activities. Expressions of the heart and mind are generally conveyed orally, but can be expressed in writing through strings of words arranged in such a way so as to look attractive. This habit of writing can develop students' interest in order to increase the potential to a higher level of quality.

The writing ability of high school students is still poor. Many of their writings are not in accordance with the writing system, both in terms of expression and language (spelling, ways of writing, grammar). For this reason, writing learning in schools must be importantly considered which can be done inside and outside the classroom. In addition, intensive practice must be done so that children are creative in writing. Learning literature as one of the subjects in high school also has a relationship with learning to write. The skill of writing literary works on the one hand can be believed to be a product of learning.

Based on the experience of people who have produced literary works, most of them say that their skills are determined more by study and practice. The talent factor only contributes a small amount, even though the target given by the

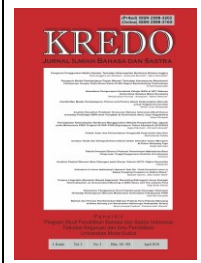
curriculum for high school students is not too high. However, it is good to learn short story writing skills to provide life that supports their future. Teachers as material providers to students must be able to explain the material to be discussed with appropriate and interesting strategies and means.

This will affect the success of students in attending the learning activities and completing the tasks given by the teacher. As stated by Jamaludin (2004) that the professionalism of a teacher is expected to support the smooth teaching and learning process. There are five main things that must be considered by professional teachers. First, a competent teacher must have a deep understanding of learning objectives. Second, a competent teacher must have a great interest in the world of education. Third, a competent teacher is a person who has understanding and potential in the field of education. Fourth, a competent teacher is a person who has selective understanding and potential in determining and implementing a learning strategy or approach. Fifth, a competent teacher has a high commitment to coaching and development of education.

Students who are faced with visual objects will stimulate students to write short stories with a reduced level of difficulty. According to Sadiman (2002), images have several advantages, including (1) being concrete, more clearly showing the subject matter compared to verbal media only, (2) being able to overcome the definition of space and time, (3) being able to clarify a problem in any case and for any age, so as to overcome or correct misunderstandings, (4) the price is cheap and easy to obtain as well as without the need for special equipment.



Kredo 6 (2023)
KREDO: Jurnal Ilmiah Bahasa dan Sastra
Terakreditasi Sinta 4 berdasarkan Keputusan Direktorat
Jenderal Penguatan Riset dan Pengembangan,
Kementerian Riset, Teknologi dan Pendidikan Tinggi
Republik Indonesia
Nomor: 23/E/KPT/2019. 08 Agustus 2019
<https://jurnal.umk.ac.id/index.php/kredo/index>



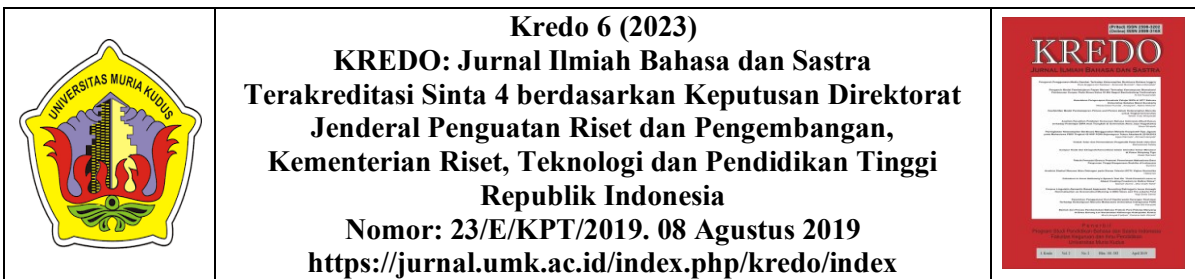
Language is a communication tool, so that through language, communication between individuals can be carried out properly. Language has many benefits, among others, as a medium in expression, unification, creative process, and the originator of concepts. Through language, a person can express something related to his/her feelings and thoughts. Language is also contained in song scripts that contain messages that will be expressed by the author to the audience or listeners. The message contains a certain expression of feelings or inspirations. That is, song script as a form of using language combined with music as a medium of entertainment and media to convey messages or opinions from individuals, groups, or the wider community. The message or idea conveyed in the song script is the expression of feelings through language. The expression of feelings through language in the song script is packaged in the form of music thoroughly so that it is easy to understand and to be accepted by people in general. In addition, the expression of ideas or opinions from the author can also be understood either directly or indirectly by the audience or listeners.

Feelings expressed through the form of song lyrics can influence the people who listen to them. For example, during the independence of the Republic of Indonesia, artists composed songs with the theme of struggle. Through the songs with the theme of struggle, the songwriter gave a message to the audience to be eager to defend and love the nation and homeland of Indonesia with all body and soul. For the current theme, romance problems are often packaged in the scripted language of teenage children's songs. In it there are also messages expressed by the author, both feelings of happiness, sadness, falling in love, and heartbreak. All these feelings are

conveyed through language in the form of song scripts. The whole feeling is expressed by the authors by creating a series of words that are well arranged into a unified language that is easy to understand. In the end, the series of words can also influence the listeners and viewers to get immersed in a certain feeling just like when the lyrics of the song were made by the song writer. Several studies on short story writing skills have been done. In conclusion, classroom action research on short story writing skills has been carried out by previous researchers, but the methods and media used are different. It gives possibility to find other methods for further research. This research will try the guided practice method with the song text method to improve students' skills in writing short stories. Short story writing skills through guided practice methods with song text media are assumed to be able to overcome student problems in learning short story writing skills.

Several studies on short story writing skills have been conducted. Based on several studies that have been conducted, it can be concluded that classroom action research on short story writing skills has been widely conducted, but the methods and media used vary. Methods and media that have been used include field trips, personal experiences, experiences of others as a basis for process and modeling skill's approaches. This makes it possible to find other methods for further research. This research will try the guided practice method with the song text method to improve students' skills in writing short stories.

Short story writing skills through guided practice methods with song text media are assumed to be able to overcome student problems in learning short story writing skills. With the medium of song



texts, students more easily express their ideas or ideas to be developed into literary works in the form of short stories. Through short stories, the ideas or ideas of the author will be readable by readers who enjoy their work.

The results of [Nurmilah's research \(2019\)](#) aim to find out whether there is an influence of song media on the ability to write poetry in SMK Bina Mandiri 2 schools, when writing poetry. The aspects assessed from the students' writing include the building elements of poetry. The subjects taken in this study only consisted of one class, namely class XI OTKP 1. The instruments used in research consist of tests, assessment rubrics and documentation. Based on the results of data analysis that has been done, it is known that the poetry writing ability of grade XI OTKP 1 students at SMK Bina Mandiri 2 school was not very good, it can be seen from the students' pretest results, whose average score was 57. After that, treatment was given in the form of song media, with a song by Iwan Fals entitled "Ibu" played. Their writing skills were retested. It can be seen that there was an increase in the score of their average posttest results to 78.00. Despite the increase, the value is still not satisfactory after being tested for significance. So it can be concluded that the influence of song media on learning to write poetry is there, however, not too much. The most improvement was on the physical elements of the poem such as the conformity with the theme and word choice. The research results conducted by [Wiwin Nur Azizah's \(2007\)](#) on "Improving Short Story Writing Skills through the Guided Practice Method with Song Text Media in Class X Students-7 of SMA

Negeri 1 Pemalang" showed that the behavior of the students changed into positive improvement.

This change can be seen from the attitude of students who are more focused and enthusiastic in participating in learning activities to write short stories. The results of [Wiwin Nur Azizah's research](#) gave input to the author that (1) Indonesian Language and Literature teachers can use guided practice methods with song text media in the process of learning to write short stories to students and (2) Other authors can conduct similar research with different methods.

Research conducted by [Amaliya & Fathurohman \(2022\)](#); [Amin & Fathurohman \(2021\)](#); [Fathurohman \(2019\)](#); [Melinda, et. al. \(2021\)](#); [Khasanah, et. al. \(2022\)](#), stated that language, especially written language, has various characteristics because the written media used have different characteristics and functions. These characteristics affect the steps in writing according to the media used as writing such as writing posters, short stories, and advertisements certainly have different characteristics. The author is interested in conducting a research entitled "Efforts to Improve Short Story Writing Skills through Song Text Media and Guided Practice Methods in Class XI Science Students of SMAN 2 Maja" aimed at finding the right media as a means of improving short story writing skills. The author hopes that through this research, especially for students, this research is useful to facilitate students in improving short story writing skills through the medium of song texts. As for teachers, this research is useful as a means of developing other learning media to improve students' learning ability in writing.



THEORETICAL REVIEW

Understanding Writing Skills

Writing skills as one type of language ability that students must have. Writing skills can be improved from the potential of existing students or with guided exercises by teachers at school. Abbas (2006) through Situmorang (2018) argues that writing skills are the ability to convey ideas, opinions, and feelings to other parties with written language. The suitability of expressing ideas must be supported by the accuracy of the language used, vocabulary, meaning according to context, and the use of spelling. Tarigan (2008) said, writing skills as one of the language skills which are productive and expressive are used to communicate indirectly or face-to-face with other parties. In conclusion, writing skills are the ability to express opinions or ideas as one of the language skills to communicate indirectly. Productive means that it can produce writing that can be enjoyed by readers, while expressive means the expression of the writer's heart and mind contained in the writing.

Susanto, et. al. (2022); Putri, Fathurohman & Purwaningrum (2022); Sabila, Fathurohman & Ristiyan (2022); Aini, Fathurohman & Ristiyan (2022) stated that writing is a step to express thoughts that owned in a coherent, clear, and in accordance with the purpose and aims of the writing delivered.

According to Burhan Nurgiyantoro (2001), writing as an activity to express ideas through language media. Writing is a productive and expressive activity, so writers must have the potential to use vocabulary, grammar, and language structure. Meanwhile, according to Byrne (Haryadi and Zamzani, 1996), the skill of

writing essays or composing is to pour ideas into written language through sentences that are stranded completely and clearly so that they can be communicated to readers successfully.

Definition of Writing Short Story

To define a short story, there is no standard parameter because among authors, there are different formulations of opinions. In Wikipedia, a short story is a form of essay whose content is not a real event. Short stories have a word count of no more than 10,000 words. As short essays, short stories succeed in favoring literary elements including characters, plots, language themes more broadly. Aladzani (Plato) suggests that short stories (literary works) are images of real life. Short stories are written based on the imagination of their creators. These fantasies often stem from the creator's most touching experiences, be it in the form of sadness, emotion, happiness, or religious observance.

Short stories as one of the works of imagination (fiction) are a unity which consists of various elements. According to Rusyana (1982) through Lukman (2019), these elements are interconnected with each other. Together, short stories embody stories that contain both intrinsic and extrinsic elements. The intrinsic element is the part of a literary work that deals with the realities in that literary work. Intrinsic elements include theme, plot, characterization, setting, storytelling style, point of view, message, and so on.

a. Theme

Themes related to problems include humanity, power, compassion, jealousy, and others. The position of the theme is very important in the short story because it underlies ideas that tie together the whole

intrinsic elements. With a close relationship, other intrinsic elements include plot, setting, characterization, message, point of view as supporting the theme.

b. Plot

Plot is a series/ sequence of events in the form of a story. The pattern of story development varies. The pattern of story development includes the following:

- 1) Based on the period of its development.
 - a) Introduction to the story situation/initial act
 - b) Event disclosure
 - c) Leading to conflict
 - d) The peak of the conflict
 - e) Solutions
 - Normal Plot:
(1) - (2) – (3) – (4) – (5)
 - Backlight flow:
(5) – (4) – (3) – (2) – (1)
 - Back and forth flow:
(4) – (5) – (2) – (1) – (3)
- 2) Based on the quantity of the pipeline
 - Single plot, which is a plot that has only one line of story development
 - Double plot, which is a plot that has several lines of story development
- 3) Based on the quality of the blend
 - Close flow, is the relationship between one event and another which is so cohesive that it is not possible to complete an event between the parts that make up the event.
 - Loose flow, is the relationship between events that are intertwined tenuously. The author intersperses the existing events with other events that are not so related to the core of

the story so as not to disturb the structure of the story as a whole.

c. Setting

Setting is the time, place, atmosphere/ situation, and social occurrence of a story. The setting includes place, time, and culture. The setting in a story can be factual or imaginary. The function of the setting is to give the situation as it is, which is a projection of the inner state of the characters. Setting is related to other elements and complements each other in order to present a complete story.

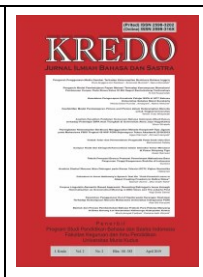
d. Characterization

Characterization is the depiction of each character in the story. Characterization is the author's way of describing and developing the characters in the story. To describe the characteristics of a character, the author can use the following technique.

- 1) Analytical techniques, where the characteristics of the characters are told directly by the author
- 2) Dramatic technique is the characteristics of the characters are expressed through
 - Physical depiction and behavior of characters
 - depictions of the environment and the lives of characters
 - grammatical depiction of characters
 - Thought Reveal
 - Depictions by other characters

e. Point of View

Point of view is the relationship between the author and his imaginative fiction or the creator with the thoughts and feelings of the character (Tarigan, 1984). Point of view is the perspective used by the



creator to present characters, settings, and some events that make up a fictional story to the reader. Point of view is the author's position in presenting the story. The author's position consists of two types, namely:

- Acting directly as a character seen in the story in question
- Acting as a third party who is an observer

Nurgiyantoro (1998) distinguishes points of view into three types, namely:

1. The point of view of the "I" persona in the story and acting as the narrator
2. Third persona's point of view
3. The point of view between the first person "I" and the third person

Based on this opinion, it can be concluded point of view is a strategy that the author deliberately chose to convey his ideas in the form of a story.

f. Message

The message is the advice that the author wants to convey. Messages can be hope, advice, criticism, and so on. Al Adzani (in Rusyana, 1982) states the message as a reflection that is presented again by the author to the reader. A message is a moral teaching or message that the author wants to convey to the reader. The end of the problem or the way out of the problem that arises in a story can be called a mandate.

g. Language Style

Language style is a person's typical way of expression in telling a story. Each author has a distinctive pattern and is different from other authors. Style is closely related to the author's perspective and thinking. This can be seen in how someone

chooses themes, vocabulary, problems, and problems' review so that they can apply them in a story.

Definition of Song Text Media

Song text is a script that contains song lyrics consisting of a string of words that contain expressions of the author's thoughts and feelings. The string of words is arranged so that it creates an interesting impression for readers or lovers of the song. Song text as a medium in learning to write short stories which pays attention to the following:

- a. at the age of adolescence; Most high school students love songs so that it is expected to stimulate high school students to produce their best work and can create fun learning conditions
- b. Songs are a fun medium of entertainment and can create satisfaction, joy, and sadness for those who enjoy them,
- c. The text of the song contains beautiful strings of words that tell a story, whether about life, experience, or an event; With the text of the song, it can be known the plot and theme that makes it easier for students to write short stories

Media has an important role in learning because students can understand the explanation put forward by the teacher easily, as well as the media used in learning to write short stories with the text media of this song. Students are expected to develop skills in expressing ideas or abilities into literary works in the form of good short stories.

Guided Practice Method

This method is a good teaching technique used to apply certain routines as a medium to instill good habits and also to



Kredo 6 (2023)
KREDO: Jurnal Ilmiah Bahasa dan Sastra
Terakreditasi Sinta 4 berdasarkan Keputusan Direktorat
Jenderal Penguatan Riset dan Pengembangan,
Kementerian Riset, Teknologi dan Pendidikan Tinggi
Republik Indonesia
Nomor: 23/E/KPT/2019. 08 Agustus 2019
<https://jurnal.umk.ac.id/index.php/kredo/index>



gain dexterity, opportunities, and skills (Wicaksono, 2015). The process of providing guidance is carried out intensively and systematically to individuals in solving the problems faced in order to achieve the ability to be able to understand, accept, direct, and actualize themselves in accordance with their ability to adapt to the family, school, and community environment. Directions and instructions are given by people who are competent in their fields.

Guided practice techniques can create conducive and active students. This guided exercise will add fluency, accuracy, and completeness in doing something, and can be used to repeat analytical activities. In order for the use of this method to be successful, teachers who are professionals in their fields are needed, namely teachers who have the ability to teach and master literature. The role of the teacher in this learning becomes very important and essential to carry out learning with guided practice methods so that students can write short stories well. The first step taken in learning to write short stories is to explain the elements of building short stories, including: plot, characters and characterizations, setting or setting, point of view, language style, and theme.

The second step is to direct students to write short stories. First, the teacher guides students to be able to determine the idea of the story and conclude it into a theme. Story ideas can be obtained from daily life events experienced by students, in this case students can find themes from song texts. Second, students draw up an essay scheme. The essay scheme is useful for tracing the course of the story so that not many deviate. Third, after the overview is made, students cultivate their imagination to express what is contained in their

thoughts and feelings, then students are guided to find the main character, subject matter, antagonist character, and background of story, character, plot, and climax.

The third step, the teacher explains the elements of building a short story and the steps that must be done before starting to write a short story, then students are asked to make a short story with song text media. When students work on essays, the teacher goes around looking at the essays done by students one by one, the difficulties of individual students, assisted by individuals, and if the mistakes that occur are the same problem for the whole students then the teacher will discuss it at the end of the student's learning reflection.

RESEARCH METHODS

This research focuses on the problem, namely the ability to write short stories for grade XI IPA students of SMAN 2 Maja. This problem is related to the ability to write short stories that are still low, so quality improvement is needed to overcome the problem. For this reason, this study looks for alternative media that are fast, precise, and easy to find in learning. Therefore, this research is action research or called *Education Action Research*.

This study uses the classroom action research method, which combines a real action with the steps of research in the classroom. The meaning contained in classroom action research is a form of reflective research by taking certain actions in order to improve or the learning practice which can be repeatedly done.

Classroom action research offers a new way to improve the ability or professionalism of teachers in teaching and



Kredo 6 (2023)
KREDO: Jurnal Ilmiah Bahasa dan Sastra
Terakreditasi Sinta 4 berdasarkan Keputusan Direktorat
Jenderal Penguatan Riset dan Pengembangan,
Kementerian Riset, Teknologi dan Pendidikan Tinggi
Republik Indonesia
Nomor: 23/E/KPT/2019. 08 Agustus 2019
<https://jurnal.umk.ac.id/index.php/kredo/index>



learning activities in the classroom (Suyanto, 1996). With classroom action research, teachers can improve learning practices to be more effective. Teachers can also learn more systematically from their own experience. The subjects of this study were 25 students of class XI IPA SMAN 2 MAJA. Based on various considerations and reasons, the author conducted research during the months of January 2015 to April 2015. The place of research was carried out at SMAN 2 Maja, Lebak Regency, Banten Province, where the author carried out his duties as a Indonesian Teacher. The consideration is to make it easier to find data, wide time opportunities, and of course the subject of research is very suitable for the profession. The duration of the implementation of the month of cycle I and II. Classroom action research is carried out by teachers of Indonesian Subjects whose implementation process is carried out cyclically. The cycle in the study was carried out in 2 cycles. In the first cycle consists of 4 meetings while the second cycle consists of 4 times-meeting.

Test instruments, including student work in the form of short stories. Short story writing test as a tool to determine students' potential in writing short stories

by paying attention to predetermined assessment standards. The assessment criteria are: 1) theme, 2) setting, 3) plot, characters, 5) point of view, 6) style, 7) cohesiveness of elements in short stories.

Non-test instruments are tools used to complete test data to make it more valid. Non-test instruments used in this study include observation and documentation. Observation is an observation of students' attitudes during learning. The observations made were observations of student activities during the learning process of writing short stories with the media of song text scripts. Through observation activities, the author can find out the learning of song texts. The documentation used by the author in this classroom action research is in the form of photographs of activities carried out by students. Student activities in writing documented short story texts can make it easier for researchers to describe and explain research results. Documentation of student work is used as evidence of the work that has been done by students. This evidence is in the form of students' work in writing short stories based on song lyrics. Furthermore, a review of the results of this student's work was carried out through a student comprehension test.

RESULTS AND DISCUSSION

No	Name	Intrinsic Elements of Short Story						Elements Average	Average
		Theme	Plot	Setting	Character	Point of View	Language Style		
1	SJ	80	70	72	72	80	72	73	74
2	A	80	72	73	73	71	71	72	73
3	S	80	72	70	70	70	72	72	72
4	TA	84	82	82	83	83	83	74	82
5	SF	85	85	85	84	84	85	85	85
6	SMN	88	88	88	87	87	88	87	88
7	II	88	86	85	86	87	85	85	86
8	Y	85	85	84	84	83	83	82	84
9	MFH	85	85	86	87	86	85	85	86
10	DHN	85	85	86	86	86	85	85	85



Kredo 6 (2023)
KREDO: Jurnal Ilmiah Bahasa dan Sastra
 Terakreditasi Sinta 4 berdasarkan Keputusan Direktorat
 Jenderal Penguatan Riset dan Pengembangan,
 Kementerian Riset, Teknologi dan Pendidikan Tinggi
 Republik Indonesia
 Nomor: 23/E/KPT/2019. 08 Agustus 2019
<https://jurnal.umk.ac.id/index.php/kredo/index>



11	RM	85	85	84	84	86	84	83	84
12	IS	88	87	88	88	87	88	88	88
13	MT	85	86	86	85	86	85	85	85
14	ROD	86	85	86	85	85	86	85	85
15	NK	87	88	88	88	87	88	87	87
16	S	82	73	82	83	83	83	73	80
17	MR	81	82	82	81	80	83	73	80
18	S	81	73	82	71	80	73	75	76
19	MK	83	82	84	82	83	84	74	82
20	K	86	84	85	85	87	86	86	86
21	R	86	84	84	85	87	85	85	85
22	AML	86	85	84	85	86	86	87	86
23	R	90	88	88	88	89	89	90	89
24	W	85	84	84	84	86	84	85	85
25	SA	86	85	86	84	86	85	87	86
Average		85	82	83	83	84	83	82	83

Table 1 Results of Assessment of Intrinsic Elements of Short Stories
of Grade XI Science (IPA) Students of SMAN 2 Maja

Guidelines for Assessing Short Story Writing Ability

No	Score	Category
1	85 – 100	Very Good
2	75 – 84	Good
3	60 – 74	Enough
4	40 – 59	Not Enough
5	0 - 39	Very Less

1. The theme and message show an average score of 85 meaning the results are relevant.

Aspect	Criteria	Score	Category
Theme and Message	• Themes and The message is closely related to the short story write	86–100	Very relevant
	• The theme and message are related to the short story written	75 – 85	Relevant
	• Theme and message are relevant enough with the short story written	60 – 74	Fairly relevant
	• Theme and message are less relevant with the short story written	40 – 59	Less relevant

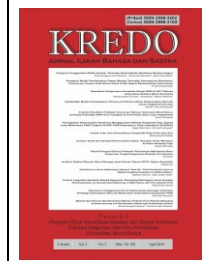
• Theme and message are not relevant with the short story written	0 – 39	Not relevant
---	--------	--------------

2. The plot shows an average result of 82, meaning that the interrelation of events in the short story is arranged systematically and easily understood.

Aspect	Criteria	Score	Category
Plot	• The interrelation of events in the short story are systematicall y arranged and easily understood	86–100	Very systematic and easily understood
	• Interrelation of events in the short story are systematicall y arranged and easily understood	75– 85	Systematic and easily understood



Kredo 6 (2023)
KREDO: Jurnal Ilmiah Bahasa dan Sastra
 Terakreditasi Sinta 4 berdasarkan Keputusan Direktorat
 Jenderal Penguatan Riset dan Pengembangan,
 Kementerian Riset, Teknologi dan Pendidikan Tinggi
 Republik Indonesia
 Nomor: 23/E/KPT/2019. 08 Agustus 2019
<https://jurnal.umk.ac.id/index.php/kredo/index>



<ul style="list-style-type: none"> Interrelation of events in the short story are systematically arranged and easily understood 	60– 74	Fairly systematic and easily understood
<ul style="list-style-type: none"> The series of events in the short story are arranged less systematically and less understandable 	40 – 59	Less systematic and less understood
<ul style="list-style-type: none"> The series of events in the short story are arranged unsystematically and are difficult to understand 	0 - 39	Unsystematic and difficult to understand

<ul style="list-style-type: none"> Determining the place, time and atmosphere that describes the events in the short story shows quite precise and clear results 	60–74	Enough Exactly and clear
---	-------	--------------------------

<ul style="list-style-type: none"> Determining the place, time and atmosphere that describes the events in the short story shows that the results are less precise and clear 	40–59	Not enough Exactly and clear
---	-------	------------------------------



<ul style="list-style-type: none"> Determining the place, time and atmosphere that describes the events in the short story shows that the results are not precise and clear 	0 – 39	Not precise and clear
--	--------	-----------------------

3. The setting showed an average result of 83 which means that the background/setting is determined in a short story shows precise and clear results.

Aspect	Criteria	Score	Category
The background /setting shows an average value of 83, namely the determination of place, time and atmosphere that describes the events in the short story shows precise and clear results.	<ul style="list-style-type: none"> Determining the place, time and atmosphere that describes the events in the short story shows very clear and precise results 	86-100	Very Precise and clear
	<ul style="list-style-type: none"> Determining the place, time and atmosphere that describes the events in the short story shows precise and clear results 	75–85	Precise and clear

4. The characterization showed an average score of 83, which means that the description of the characters appears in the story.

The place, time, and atmosphere that describes the occurrence of the event was also shown.

	<p>Kredo 6 (2023) KREDO: Jurnal Ilmiah Bahasa dan Sastra Terakreditasi Sinta 4 berdasarkan Keputusan Direktorat Jenderal Penguatan Riset dan Pengembangan, Kementerian Riset, Teknologi dan Pendidikan Tinggi Republik Indonesia Nomor: 23/E/KPT/2019. 08 Agustus 2019 https://jurnal.umk.ac.id/index.php/kredo/index</p>	
--	--	--

Aspect	Criteria	Score	Category
characterization	• The description of characters and character is very visible in the story	86–100	Very Clear
	• Description of characters and character appears in the story	75 – 85	Clear
	• The description of the characters and characters is quite visible in the story	60 – 74	Quite Clear
	• Character and character descriptions are less visible in the story	40 – 59	Unclear
	• Character and character descriptions do not appear in the story	0 – 39	Unclear

5. The point of view explains the position of the average value of 84, namely readable by the reader

Aspect	Criteria	Score	Category
View-point	• The point of view that explains the character's position is very readable by readers	86–100	Very Readable
	• The point of view that explains the character's position is read by the reader	75 – 85	Clear
	• The point of view that explains the character's position is quite readable by the reader	60 – 74	Fairly Readable
	• The point of view that explains the character's position is less readable by readers	40 – 59	Less Readable
	• The point of view that explains the character's position is not readable by the reader	0 – 39	Not Readable

6. The stylistic application shows an average score of 83 means according to the situation of the story.

Aspect	Criteria	Score	Category
Language Style	• The use of language style is very appropriate to the story	86–100	Very Suitable
	• Applying language style according to the story	75 – 85	Suitable
	• The application of language style is quite appropriate to the story	60 – 74	Quite Appropriate
	• The use of language style is not appropriate to the story	40 – 59	Not Suitable
	• The use of language style does not match the story	0 – 39	Not Suitable

7. The integration of the elements showed the result of 82 which means there interrelation between the elements.

Aspect	Criteria	Score	Category
Integration of elements in short stories	• The integration of elements in the short story is very integrated and complete	86–100	Very Complete and Related
	• The integration of elements in a short story is integrated and complete	75 – 85	Complete and Related
	• The integration of elements in the short story is quite integrated and complete	60 – 74	Quite intact and appropriate
	• The integration of elements in the short story is less integrated and complete	40 – 59	Not complete and appropriate
	• The integration of elements in the short story is not integrated and complete	0 – 39	Not complete and appropriate



1. Description of Cycle I

a. Action Planning

The planning of this activity was carried out on Wednesday, January 14, 2015 in class XI Science (IPA). This activity aims to plan the implementation of actions to improve short story writing skills and develop students' interest, especially short story writing.

The author conveys an action plan to the students. In this cycle I action planning activity, the things conveyed by the author to the students include: (1) the author conveyed an overview of the research to be carried out, (2) the author explained the use of song text media in learning to write short story texts and how to use them (3) the author described the learning scenario of writing short story texts using song texts (4) researchers determined the schedule for implementing actions and the first cycle agreement is carried out on Saturday, January 17, 2015.

b. Action Implementation

The steps taken by teachers in this first cycle are as follows.

1. The teacher opened the lesson by greeting and checking the attendance of students
2. The teacher informed the competencies to be achieved
3. The teacher performed apperception by asking several students about their experience in choosing the preferred song text
4. The teacher delivered material on writing short story texts
5. The teacher explained about how to write short stories, especially how to use song text media
6. Teachers and students exchanged ideas

about the material for writing short stories based on the medium of song lyrics

7. The teacher gave time to students to ask questions that were not understood about the material for writing short stories
8. The teacher shows several examples of song texts and provides an explanation of the song lyrics
9. Students take out the text of the song they have brought
10. Students create short stories based on the prepared song texts
11. The teacher collects the results of student work before ending the lesson.

c. Observation and Interpretation

Observation activities were carried out during the students were learning to write short stories based on song text media takes place. Observations were concentrated on the implementation of learning, activities carried out by teachers, and activities carried out by students during learning based on song lyrics media. In this research activity, the author acted as a passive participant who made observations from the backmost bench. However, occasionally researchers was also at the front of the class to take pictures as documentation.

d. Analysis and Reflection of the Action

The reflection stage began by analyzing the results of actions in cycle I. The results of the research in cycle I were in the form of a description of the ability to write short stories for grade XI IPA (Science) SMAN 2 Maja students based on song texts which included themes, messages, plots, settings, characters and

characterizations, points of view, style, and integration of elements contained in short stories. The number of short stories sampled was 25 pieces. There are 11 male students and 14 female students. The theme and message showed an average score of 85, the plot showed an average score of 82,

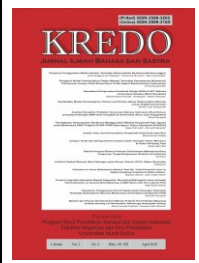
background showed an average score of 82, characters and characterizations showed an average score of 83, point of view showed an average of 84, language style showed an average score of 83, and the cohesiveness of those intrinsic elements indicates good value.

NO	NAME	1			2			3			4			5		
		A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
1	SJ		√				√		√				√		√	
2	A			√			√		√			√			√	
3	S		√			√		√			√			√		
4	TA	√			√				√		√			√		√
5	SF		√			√		√			√			√		
6	SMN			√	√			√			√			√		
7	II		√		√			√			√			√		
8	Y		√		√			√			√			√		
9	MFH		√			√		√			√			√		
10	DHN	√			√			√			√			√		
11	RM	√				√		√			√		√		√	
12	IS		√			√		√			√			√		
13	MT		√		√			√			√			√		
14	ROD		√		√			√			√			√		
15	NK		√			√		√			√			√		
16	Sug	√			√			√			√			√		√
17	MR		√		√			√			√			√		
18	Sob		√			√		√			√			√		
19	MK		√			√			√		√		√		√	
20	Kho	√				√		√			√			√		
21	Rob		√			√			√		√		√		√	
22	AML	√				√		√			√			√		
23	Rus	√			√			√			√			√		
24	W		√		√			√			√		√		√	
25	SA		√			√		√			√		√		√	
		7	16	2	11	12	2	3	19	3	1	18	6	5	16	4

Table 2 Results of Observing Attitudes in Writing Short Stories based on Song Texts

No	Score	Category
1	A	Very happy/ agree/ varied/ understanding/ interesting
2	B	Happy/agree/varying/understanding/interesting
3	C	Quite happy/ agree/ varied/ understanding/ interesting

Table 3 Guidelines for Observing Attitudes in Writing Short Stories Based on Song Text



1. Description of Cycle 2

a. Action Planning

Based on the results of analysis and reflection on cycle I, teachers and researchers agreed that cycle II needed to be done to correct deficiencies in cycle I and to further maximize the ability to write short stories for grade XI IPA SMAN 2 MAJA students. Preparation and action planning for cycle II was carried out on Wednesday, February 25, 2015 in class XI IPA SMAN 2 MAJA.



4. The teacher gave 5 questions related to



b. Action Implementation

The steps taken by teachers in cycle II are as follows.

1. The teacher opened the lesson by saying greetings and checking the attendance of students.



2. The teacher evaluated the results of student work at previous meetings.



3. The teacher conducted attitude observation to the students

writing their short story essays

5. Students answered 5 questions asked by researchers related to their short story text essays

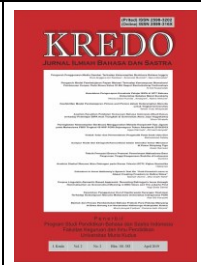


6. Teachers collected results Observation of students' attitudes in writing short stories



c. Observation and Interpretation

- 1) Pay attention to the teacher's explanation (MPG)
- 2) Ask the teacher (BKG)



- 3) Students participated in discussing assignment discussion and material understanding/got involved in assignments (SKT)
- 4) There were questions and answers among students (TSS)
- 5) Students are active in working on assignments (SAT)
- 6) Discussion and cooperation occurred between groups (ADK)

d. Analysis and Reflection

The teacher gave the 1st question related to students' feelings, the 2nd question related to the ease of writing short stories, the 3rd question related to word choice/ diction, the 4th question related to the use of spelling/ punctuation, the 5th question related to short stories that have been written.

The results of the research in phase/cycle II were in the form of observations of the attitudes of class XI IPA SMAN 2 Maja students in writing short stories based on song texts which included 5 questions. Question 1 **is related to students' feelings**, namely happy to show good results, there are 16 people with grades B. The 2nd question is related to the **ease of writing short stories** using song text, showing the average students agree and strongly agree, it can be seen that there are 12 students showing B grades and 11 students showing A grades. The 3rd question is related to **word choice/ diction** shows the average of the students using it varies, it can be known from 19 students who showed a grade B. The 4th question related to the **use of spelling/ punctuation** shows the average of the students understands, there are 18 students who show a grade B. The 5th question is related to **short stories that have been written** by students showing the

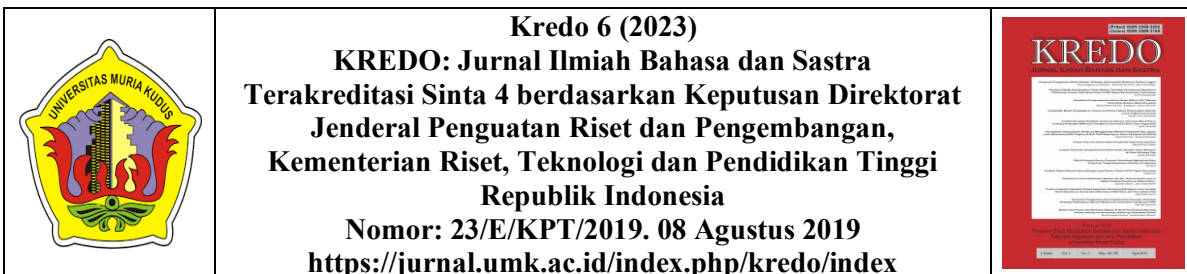
average results are interesting, there are 16 students who show a grade B.

Based on the results of phase/cycle I and phase/cycle II of the research, it can be concluded that efforts to improve short story writing skills of grade XI IPA SMAN 2 Maja students are based on song texts through an exercise learning model Guided shows good results. This result can be seen from the author's observations of students in stage I and stage II. In stage I, the results of observations of students' intrinsic elements in writing short stories based on song texts are clearly illustrated. Meanwhile, in stage II it is clearly illustrated the results of observations of students' attitudes in writing short stories based on song texts.

Based on research conducted by [Nuha, Fathurohman & Ristiyan \(2022\)](#); [Rusanti, Fathurohman & Pratiwi \(2022\)](#); [Khasanah, Fathurohman & Setiawan \(2022\)](#); [Hasanah, Murtono & Fathurohman \(2021\)](#), it is stated that each learning model used in learning can support the smoothness and effectiveness of learning better. In line with this research, the guided practice learning model can improve learning outcomes better and promote students to be skilled in writing short stories.

CONCLUSION

Based on the results of research and discussion, several conclusions can be drawn as follows. The results of phase I research include intrinsic elements of short stories compiled by class XI students of IPA SMAN 2 Maja based on song text, namely theme and message, plot / plot, setting, characters and characterizations,

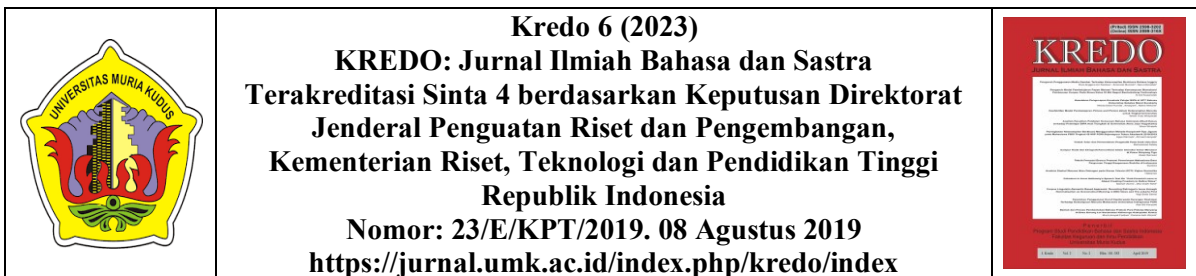


point of view, style, integration. The results showed an average good score above 80. The results of phase II research are in the form of observations of the attitudes of class XI IPA SMAN 2 Maja students in writing short stories

based on song texts. The results showed that students feel happy and understand when writing short stories based on the text of the song so that the results of the writing are interesting.

REFERENCES

- Aini, N.L., Fathurohman, I., Ristiyani. (2022). Motivasi dalam Pembelajaran Daring Materi Teks Laporan Hasil Observasi di SMAN 2 Kudus. *Kredo: Jurnal Ilmiah Bahasa dan Sastra*, 5(2). <https://doi.org/10.24176/kredo.v5i2.7589>
- Amaliya, I., Fathurohman, I. (2022). Analisis Kemampuan Literasi Matematika Ditinjau Dari Gaya Belajar Siswa Sekolah Dasar. *Jurnal Riset Pendidikan Dasar*, 5(1), 45-56. <https://doi.org/https://doi.org/10.26618/jrpd.v5i1.7294>
- Amin, A., Fathurohman, I. (2021). Developing *Pantomim Asyik Ala Kak Prop* Textbook As an Alternative Source of Learning Performing Arts for Children. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 10, 442-449. <http://dx.doi.org/10.33578/jpkip.v10i2.8004>
- Azizah, W. N. (2007). Peningkatan Keterampilan Menulis Cerpen melalui Metode Latihan Terbimbing dengan Media Teks Lagu Siswa Kelas X-7 SMA Negeri 1 Pemalang. *Skripsi*. Semarang: Universitas Negeri Semarang.
- Fathurohman, I. (2019). Eksistensialisme Puisi Mbeling Karya Remy Sylado. *Disertasi*. Semarang: Universitas Negeri Semarang.
- Hasanah, H.N., Murtono., Fathurohman, Irfai. (2021). Analisis Fungsi Bahasa Figuratif pada Anak sebagai Bahan Ajar Kelas 1 di Sekolah Dasar. *Jurnal Inovasi Penelitian*, 2(5). <https://doi.org/10.47492/jip.v2i5.806>
- Khasanah, Uswatun, Fathurohman, I., Setiawan, D. (2022). Pendidikan Karakter dalam Cerita Rakyat Genuk Kemiri. *Jurnal Educatio FKIP UNMA*, 8(1), 60-64. <https://doi.org/10.31949/educatio.v8i1.1611>
- Lukman, S. (2019). Peningkatan Kemampuan Mengubah Naskah Cerpen menjadi Drama melalui Strategi Belajar Kelompok Tipe *Student Team Achievement Division* (STAD) pada Siswa Kelas XI IPA-2 SMA Negeri 3 Parepare. *Jurnal Pendidikan BUM*, 3(1).
- Melinda, S., Fathurohman, I., Ristiyani. (2021). Analisis Wacana Kritis pada Podcast *Kita yang Bodoh atau Sekolah yang Bodoh*. *CaLLs: Journal of Culture, Arts, Literature, and Linguistics*, 7(2), 175-184. <http://dx.doi.org/10.30872/calls.v7i2.6183>
- Mustofa, Ali. (2021). *Radar Kudus*. Diupdate 15.19, 20/08/2021 Dipublikasikan 15.10, 20/08/2021.



- Nurmilah. (2021). Pengaruh Media Lagu Terhadap Kemampuan Menulis Puisi Siswa Kelas XI SMK Bina Mandiri 2 Tahun Pelajaran 2020/2021. *Kredo: Jurnal Ilmiah Bahasa dan Sastra*, 5(1), 161-174. <https://doi.org/10.24176/kredo.v5i1.6314>
- Nuha, A.U., Fathurohman, I., Ristiyani. (2022). Analisis Curhat Korban Kejahatan Asusila Menggunakan Pendekatan Semantik: Kajian Linguistik Forensik. *Kredo: Jurnal Ilmiah Bahasa dan Sastra*, 5(2), 547-562. <https://doi.org/10.24176/kredo.v5i2.7219>
- Putri, S.T., Fathurohman, I., Purwaningrum, J. P. (2022). Persepsi Guru dan Dampak Pembelajaran Daring Melalui Whatsapp di SD Negeri 3 Bawu. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 7(1). <https://doi.org/10.23969/jp.v7i1.5144>
- Rusanti, R., Fathurohman, I., Pratiwi, I. A. (2022). Analisis Kesalahan Penggunaan Huruf Kapital dan Tanda Baca Siswa Sekolah Dasar. *Jurnal Ilmu Sosial dan Pendidikan*, 6(2). <http://dx.doi.org/10.58258/jisip.v6i2.3055>
- Sabila, G., Fathurohman, I., Ristiyani. (2022). Konflik Sosial dalam Novel Konspirasi Alam Semesta Karya Fiersa Besari Kajian Strukturalisme. *Jurnal Geram: Jurnal Pendidikan, Bahasa, dan Sastra*, 10(1). [https://doi.org/10.25299/geram.2022.vol10\(1\).7458](https://doi.org/10.25299/geram.2022.vol10(1).7458)
- Sari, D. A. M., Murtono., Fathurohman, I. (2021). Pengembangan Media Video Animasi 3D dalam Permainan Tradisional Petak Benteng untuk Keterampilan Motorik. *Risenologi: Jurnal Sains, Teknologi, Sosial, Pendidikan, dan Bahasa*, 6(1). <https://doi.org/10.47028/j.risenologi.2021.61.147>
- Susanto, T. A., Fathurohman, I., Rismiyanto. (2022). Developing Nearpod E-Media Through Model Discovery to Improve Learning Independence for Elementary School Students. *Uniglobal of Journal Social Sciences and Humanities*, 1(1). <https://doi.org/10.53797/ujssh.v1i1.7.2022>
- Suyanto. (1997). *Pedoman Pelaksanaan Penelitian Kelas*. Jakarta: Dirjen Dikti.
- Situmorang, N. M. Y. (2018). Meningkatkan Kemampuan Menulis Siswa melalui Teknik *Guiding Questions*. *Jear*, 2(2). 166-171. <https://doi.org/10.23887/jear.v2i2.12190>
- Tarigan, H. G. (2008). *Menulis sebagai Sesuatu Keterampilan Bahasa*. Bandung: Angkasa Bandung.
- Wicaksono, A., Roza, A. S. (2015). *Teori Pembelajaran Bahasa (Suatu Catatan Singkat)*. Yogyakarta: Penerbit Garudhawaca.