

# Application of The Investigation Method in Writing Short Stories

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**Abstract:** Writing is an important skill for students, yet they often struggle to write short stories due to a lack of confidence in this learning process. This study aims to: 1) examine the application of the inquiry method with the help of picture media in learning to write short stories in class XI IPA SMA Jenderal Ahmad Yani Karangpucung as well as teacher and student responses to this method, 2) assess the effectiveness of the inquiry method with picture media, and 3) identify problems faced by students in writing short stories. Data collection was carried out through observation, recording, interviews, and tests with a descriptive approach.

**Keywords:** Learning, Short Story, Picture Media

## 1. Introduction

The development of science goes hand in hand with changes in learning methods, including in learning Indonesian. In the Indonesian education curriculum, the KTSP which has been implemented since 2006 has been replaced by the 2013 Curriculum, which emphasizes a scientific approach. This approach aims to enable students to follow the development of science more effectively. In learning Indonesian, students not only learn linguistic aspects but also literature. The four language skills, namely listening, speaking, reading, and writing, are basic skills that must be mastered. Among these four skills, writing is one of the skills that requires continuous practice (Sudrajat & Firmansyah, 2020). Writing allows individuals to convey ideas indirectly, but many students have difficulty expressing their ideas or thoughts in writing. Therefore, writing learning in schools often does not reach the expected level of appreciation. One type of writing that is difficult for students is short story texts or short stories, which are included in fictional literary works. Short stories usually tell events in the lives of characters briefly and concisely, which allows the author to convey his views on an event or condition. Through writing, students can develop their creativity by pouring out the ideas and thoughts in their minds in written form. However, writing is not easy; it requires focus and perseverance so that the writing results are as expected.

Many students consider writing activities boring, so the role of teachers as facilitators who are able to provide motivation and explanations during the learning process is needed. Teachers are required to choose appropriate learning methods and media, so that students' attention can be focused and they are more motivated in following the lesson

and completing the writing assignments given. This study focuses on developing short story writing skills using the inquiry method assisted by image media. The objectives of this study include: (1) describing the application of the inquiry method assisted by image media in learning to write short stories in class XI IPA SMA Jenderal Ahmad Yani Karangpucung, (2) assessing teacher and student responses to learning to write short stories with this method, and (3) identifying problems faced by students in completing short story writing assignments.

The inquiry learning design was chosen based on literature stating that this approach is relevant for short story learning, which requires students to be active in problem solving. As stated by Ahmad (2018), to improve students' understanding and literacy, especially in writing narrative texts such as short stories, improvements in discourse learning are needed. This study is expected to be able to improve students' writing skills and their motivation in writing.

## 2. Methods

The researcher applied a descriptive research method that aims to provide an in-depth description and analysis of the phenomenon being studied. The approach used in this study is qualitative, which allows researchers to gain a comprehensive understanding of the phenomenon being studied. This research was conducted in class XI IPA SMA Jenderal Ahmad Yani Karangpucung for two learning sessions, on the grounds that this class has implemented the 2013 Curriculum, so it is considered relevant as a research object. To collect data, researchers used various methods such as direct observation, documentation, interviews, evaluations and questionnaires (Rozak & Maifalinda, 2012).

## 3. Result

As stated in the introduction, the purpose of this study is to examine the process and results of learning to write short story texts using the inquiry method at SMA Jenderal Ahmad Yani Karangpucung. Learning is carried out in two meetings, which include the opening stages, core activities, and the last is the closing activity. Throughout the learning process, the inquiry method is supported by group discussions, question and answer sessions, and independent assignments. It is hoped that this inquiry method can help students recognize and resolve obstacles in writing. There are 3 types of assessments used in this study according to the guidelines from Nurgiyanto (2010), including:

**Table 1.** Evaluation of Learning Outcomes Knowledge

Written Assessment	Using multiple choice questions, essays, true-false, matching answers, and descriptive questions.
Oral Assessment	Dilakukan melalui daftar pertanyaan yang disusun.
Given Task	Homework and class activities, both individual and group, are assessed based on certain criteria.

**Table 2.** Evaluation of Learning Outcomes of Skills

Number	Competency Achievement Index	Valuation Techniques	Forms of Research Implementation	Research Implementation
1.	Writing the structure of a short story text	Written assessment	Description	Based on the short story text given, explain the structure of the text.
2.	Writing intrinsic elements in short story texts	Written assessment	Description	Berdasarkan teks cerita pendek yang ada, sebutkan unsur-unsur intrinsiknya.
3.	Describe the essence or meaning of words or terms in short story texts ( $\pm 20$ words)	Written assessment	Description	Explain the essence or meaning of the words or terms contained in the short story text provided.

#### 4. Discussion

Based on the results obtained, the students' scores at the first meeting showed very good results, as evidenced by the results of their work which exceeded the school's KKM of 75, with an average score above 90. This shows that the application of the inquiry method at the first meeting was successful. It can be concluded that the inquiry method is effective in helping students solve problems and obtain information. At the second meeting, the results were also very satisfying, where almost all students scored 100, with only a few below that number. However, the students' scores remained in the very good category with insignificant differences. All students have passed the exam well. In addition to assessing knowledge and skills, researchers also assessed students' attitudes during the learning process.

#### 5. Conclusion

Based on the research that has been conducted, this study shows that the application of the inquiry method in learning to write short story texts in class XI of SMA Jendral Ahmad Yani Karangpucung has succeeded in improving students' writing skills. The 2013 curriculum which emphasizes the scientific approach supports this method, which has been proven to help students identify problems, find solutions, and develop a deep understanding of the structure and elements of short stories. The results of the study showed that the majority of students were able to exceed the KKM with an average score above 90. The inquiry method applied, assisted by picture media, not only improves

students' writing skills, but also builds students' positive attitudes towards writing activities.

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