

Learning to Write Short Stories with the Assistance of Social Media as a Means of Improving Students Writing Skills in Indonesian Language Subjects Class XI SMA/SMK/MA

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Abstract

This research aims to enhance the short story writing skills of class XI SMA/SMK/MA students by utilizing the Telegram Bot as an innovative learning medium. Writing short stories is a fundamental skill in Indonesian language learning but often encounters challenges due to low student interest and limited innovation in instructional methods. This study employed a case study method with a qualitative approach to explore the application of Telegram Bots in improving students' writing skills. Data were collected through observation, interviews, and questionnaires, and analyzed to assess students' writing abilities, creative thinking, and engagement with social media. The findings indicate that the use of Telegram Bots significantly enhances students' proficiency in story structure and language use. Furthermore, social media has proven effective in motivating students by providing inspiration, fostering creative discussions, and facilitating constructive feedback. This research demonstrates that technology-based innovations, such as Telegram Bots, can create interactive, effective, and contextually relevant learning experiences tailored to the demands of the digital era.

Kata kunci: *Writing lessons, short stories, social media, Telegram bots*

Introduction

Indonesian, as one of the pillars of national identity, has been designated as a mandatory subject which is taught continuously from kindergarten to university level. According to (Faizah, 2023), Indonesian language subjects are designed to improve students' literacy skills, both orally and in writing, with an emphasis on mastering four main skills, namely reading, speaking, listening and writing, of which writing skills are one. It plays an important role as a communication medium in conveying messages in writing.

Writing is a language skill that functions to convey information, ideas, concepts and feelings correctly to other people through writing. (Elmustian & Razak, A, 2021) Writing skills aim to express ideas, thoughts and information in writing in a clear, structured and purposeful manner. These skills include understanding grammar, choosing vocabulary, and the ability to organize ideas so that they are presented logically and easily understood by readers. (Kartono, 2009) states that writing is a complex activity, not just arranging words into sentences, but also involves the process of expressing ideas aimed

at the reader. This writing activity requires critical thinking activities to produce meaningful and quality written work.

At the SMA/SMK/MA class XI level, one of the skills that students must master in Indonesian language subjects is the ability to write short stories (short stories). According to (Sapriyah, 2019) short stories (short stories) are a form of fictional literary work in the form of prose that can be finished reading in one sitting. This reading activity can be done in various situations, such as while sitting relaxed, waiting for class time, or taking a break. The duration required to complete reading a short story ranges from 30 minutes to 1 hour with a word count of between 500 to 5,000, much shorter than the time required to read a novel, which requires a longer time commitment.

Even though short stories (short stories) have a clear plot with a word count of no less than 5,000, many class XI students face difficulties in writing short stories (short stories). This difficulty is largely caused by students' low interest in short story writing activities. Apart from that, in the Indonesian language learning process, the lack of learning innovation carried out by educators, such as the absence of creative use of learning media, is also a factor that hinders students' motivation to learn.

Learning media has an important role in increasing the effectiveness of education by encouraging student engagement, understanding and cognitive development. Various types of media, ranging from traditional tools to modern technology, are the main means for educators to create more meaningful learning experiences. One of the main benefits of learning media is its ability to trigger student interest and motivation, making the learning process more fun and dynamic, thereby reducing boredom in the classroom (Sapriyah, 2019). In addition, learning media plays a role in supporting cognitive development through repeated exposure to material, which helps improve student learning outcomes. Research shows that the use of instructional media can significantly improve scientific process skills, making it an effective tool in developing critical thinking abilities (Indriyani, 2019; Vebrianto & Osman, 2012). Thus, the choice of learning media must be appropriate to student needs.

There are various types of learning media, one of the media that can be used in short story writing activities is using applications Telegram Bots. Telegram Bots has developed into an innovative learning media, providing a more interesting educational experience, especially in learning to write short stories. Telegram create an interactive learning environment. One of its main features is multimedia support, which allows the integration of text, audio, video and images, making it a very flexible tool for a variety of teaching materials (Wirahayu & Masrurroh, 2022). Besides that, Telegram supports interactive learning through use Telegram Bots which allows real-time interaction. This provides a dynamic learning experience, where students can receive direct feedback (Hidayat, 2023).

Effectiveness Telegram as a learning medium is illustrated by various studies which show that students who use this application to learn tend to have better results than conventional methods. Telegram it is also known to contribute to the development of critical thinking skills, thereby overcoming the weaknesses of conventional learning approaches (Mu'minin, 2023 & Patahuddin et al., 2022).

This research aims to improve writing skills in Indonesian language subjects for class XI SMA/SMK/MA students by utilizing Telegram Bots as an innovative learning medium. The use of this media is designed to increase student involvement in the learning process, thereby creating a more interactive and effective learning experience. Apart from that, this research makes a new contribution to Indonesian language learning by offering a learning media approach that is creative and relevant to technological

developments. It is hoped that through the use of this media, students can more easily develop the skills of writing short stories (short stories) effectively and structured.

Method

The quantitative values from the questionnaires were then converted into qualitative data based on a conversion guideline adopted from (Arikunto, 2006) approach, facilitating the evaluation of the learning outcomes. Subsequently, the students' assessments were analyzed using averages and percentages, with evaluation categories referencing the framework provided by (Usman and Akbar, 2022). This analysis offered insights into the effectiveness of short story writing with local wisdom content as a strategy for reinforcing cultural values, particularly those of the Malay Riau culture. This research uses a qualitative approach with a case study method, which aims to improve writing skills in Indonesian language subjects for class XI SMA/SMK/MA students. The research subjects consisted of class XI students who took Indonesian language subjects at SMKN 1 Bangkinang with amount 37 people. The research sample was calculated using the Slovin formula with an error rate of 10%, totaling 37 students selected using purposive sampling to gain in-depth insight into their experiences. This approach allows researchers to explore in depth students' experiences and perspectives on writing short stories (short stories) in learning Indonesian.

The implementation of this research included classroom observations, questionnaires, and document analysis related to learning to write short stories. The research procedure begins with planning, developing a learning design. Furthermore, implementation is carried out through teaching and learning activities in the classroom, followed by direct observation to observe student interaction and participation.

The learning media used includes short stories (short stories) with assistance Telegram Bots specially developed. The instruments used include interview guides, observation sheets, and questionnaires. Data was collected through observation, in-depth interviews with students to explore their views on short story material, as well as documentation that includes learning material and student assignment results.

Results

Learning to write short stories (short stories) by utilizing social media in Indonesian language subjects not only serves to introduce students to the skills of writing short stories (short stories), but also aims to produce students who have competence in creative writing. This approach not only teaches creative writing, but also encourages students to think creatively and critically in compiling, analyzing and reflecting on the content of the short stories they write. This activity provides opportunities for students to express their ideas and feelings freely. Thus, this lesson emphasizes the positive benefits of using social media in honing writing skills, as well as emphasizing its relevance in responding to the challenges of the digital era.

Discussion

Short Story Writing Skills

Table 1. Short Story Writing Skills

Statement	Agree (%)	Strongly agree (%)	Combined (%)
Ability to generate authentic and interesting story ideas and develop these ideas into a clear and coherent storyline	75%	5%	80%
Ability to compose short stories with a good structure, including introduction, conflict, climax and resolution, as well as organizing the story line effectively.	81%	6%	87%
Ability to use language that suits the purpose of the story, and choose words and sentences that can describe the atmosphere, characters and setting of the story clearly and interestingly	83%	6%	89%
Total rate	79.67%	5.67%	85.33%

The research results show that the short story writing skills of class XI SMA/SMK/MA students are generally in the good category, with an average positive response of 85.33%. In terms of the ability to generate story ideas, as many as 80% of students stated that they were able to create authentic ideas and develop them into a coherent plot. However, this result is still lower compared to other indicators. In arranging story structures, such as introduction, conflict, climax and resolution, students showed better understanding with a total positive response of 87%. Meanwhile, the use of language as a means of describing atmosphere, characters and settings obtained the highest results, with 89% positive responses, which reflects students' ability to strengthen their story narratives. Thus, these results show that students have good writing skills, improvement is still needed, especially in the ability to develop story ideas creatively. Special assistance and learning strategies that encourage exploration of imagination and creativity are highly recommended to help students improve the quality of their written work. In this way, students can be more optimal in producing interesting and meaningful short stories.

Creative and Critical Thinking

Table 2. Creative and Critical Thinking

Statement	Agree (%)	Strongly agree (%)	Combined (%)
Ability to produce stories with unique ideas, not clichés, and shows the ability to think creatively in exploring different themes or conflicts.	63%	4%	67%
Ability to build conflict in a story logically, as well as provide a solution that is reasonable, relevant, and shows depth of analysis of the problems raised.	60%	5%	65%
The ability to relate story content to the realities of life, as well as provide moral, social or	58%	4%	62%

philosophical messages that inspire readers to think more critically.

Total rate-rate	60.33 %	4.33%	64.67%
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The research results showed that the creative and critical thinking abilities of class XI SMA/SMK/MA students in writing short stories were at a fairly good level, with an average positive response of 64.67%. In the aspect of the ability to create unique story ideas and explore different themes or conflicts, the total positive response reached 67%, indicating that students were able to produce relatively creative ideas even though they still needed further development. The indicator of the ability to design conflicts logically and provide relevant solutions shows a positive response of 65%, which reflects students' basic understanding in developing story conflicts, but the depth of analysis still needs to be improved. Meanwhile, regarding the ability to relate stories to the realities of life and convey inspiring moral messages, a positive response of 62% shows that students still face difficulties in integrating stories with social or philosophical contexts in depth. Thus, students' creative and critical thinking abilities still need strengthening, especially in exploring more unique themes, deepening conflict analysis, and conveying meaningful story messages. For this reason, learning strategies are needed that support the development of these skills, such as analytical discussions or project-based learning, which can encourage students to explore creative ideas as well as think critically in the context of short stories. This strategy is expected to improve students' ability to produce more complex and relevant work.

Positive Benefits of Using Social Media

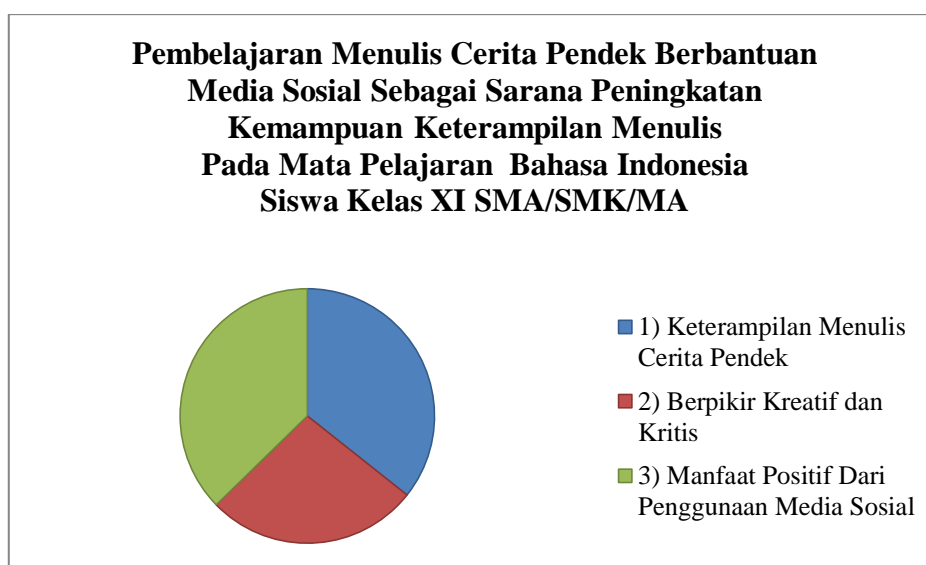
Table 3. Positive Benefits of Using Social Media

Statement	Agree (%)	Strongly agree (%)	Combined (%)
Social media acts as a source of inspiration to find new and creative ideas that can be developed into short stories through visual content, narrative or discussion.	82%	8%	90%
Social media plays a role in allowing users to follow accounts or literacy communities that provide tips and guidance on writing short stories, such as character development techniques and story lines.	85%	7%	92%
Social media acts as a platform for sharing written short stories, so that writers can receive constructive criticism and suggestions from readers or fellow writers.	80%	7%	87%
Social media is used to join writing communities, share experiences, and discuss ideas or writing projects together.	81%	7%	88%
Total rate-rate	82.0%	7.25%	89.25%

The results of data analysis show that social media is one of them Telegram has a significant role in supporting learning to write short stories among students. As many as 90% of respondents stated that social media was an effective source of inspiration for

exploring new and creative ideas through various forms of content, such as visuals, narratives or discussions. In addition, 92% of respondents acknowledged the benefits of social media in facilitating access to literacy accounts or communities that provide technical guidance, such as character development and plotting. Social media was also identified as a platform that supports the process of sharing written work, with 87% of respondents stating that they can receive constructive criticism and input from readers and other writers. while on the other hand, 88% of respondents agreed that social media is used to join writing communities, exchange experiences, and discuss ideas or writing projects collaboratively. With an average agreement level reaching 89.25%, these results confirm that social media has an important role as a means of creative, collaborative and writing skills development that is relevant to today's technology-based learning.

Based on the findings of this research, three main aspects, namely Short Story Writing Skills, Creative and Critical Thinking, and the Positive Benefits of Using Social Media have had a positive impact, which can be seen in the following picture.



The results of this research show the positive impact of writing short stories on the development of students' writing skills, creative thinking and critical thinking skills. Students demonstrate the ability to generate authentic story ideas and structure them effectively, reflecting their understanding of narrative elements. A structured learning approach has been proven to be effective in increasing students' involvement and interest in writing (Septiyenni & Sukenti, 2023). The close relationship between creativity and narrative writing ability shows that efforts to foster student creativity can result in improved writing quality (Agusti et al., 2024). In this context, the use of short stories not only improves writing skills, but also encourages students' critical thinking and imagination (Jan & Aziz, 2022). Special assistance plays an important role in helping students explore creativity and produce meaningful narratives (Tasykirah et al., 2016). Strategies such as the Idea-Detail approach help students organize their thinking, increasing the coherence of the resulting narrative (Tasykirah et al., 2016).

Students demonstrate significant creative and critical thinking skills in writing short stories, characterized by original ideas and exploration of diverse and in-depth themes. Most students are classified as "creative" or "very creative" in narrative writing, although aspects such as conflict design and story resolution still require improvement

(Agusti et al., 2024). One of the challenges faced is the ability to relate stories to real life situations and convey moral messages effectively. Even though some writings raise social issues, the integration of these themes in the narrative is still lacking in depth and needs to be improved (Paneru, 2023). Strategies such as project-based learning and analytical discussions can be used to increase students' creativity and critical thinking, as they have been proven to be effective in supporting the development of these abilities (Narciso et al., 2024; Jan & Aziz, 2022). In addition, the use of short stories (short stories) as a learning medium can significantly strengthen students' writing and critical analysis skills (Jan & Aziz, 2022). Although students have great potential in creative writing, the main challenge is increasing their understanding of complex themes and social contexts, which can be overcome by implementing more targeted and innovative educational strategies.

Social media has become an effective tool in improving literacy and writing skills among students by providing a space for creative expression, community interaction, as well as access to various educational resources. Platforms like Telegram, Instagram And Wattpad allows users to share their creative work, inspiring others to explore new ideas. Features such as hashtags and writing prompts encourage engagement with a variety of content, which in turn can stimulate creativity and generate fresh ideas (Hasanah & Ekawati, 2024; Sinaga et al., 2024). Social media also plays an important role in forming writing communities, allowing individuals to provide feedback to each other and collaborate on joint projects. Platforms such as Facebook have proven effective in improving writing accuracy and fluency through peer feedback-based collaborative learning mechanisms (Rahmanova et al., 2024). Additionally, students can utilize literacy accounts on social media to obtain guidance, tips, and resources that help them understand writing structure and style, which directly contributes to the development of linguistic skills (Narciso et al., 2024). However, despite its great benefits, the use of social media also presents challenges, such as distraction and potential exposure to inappropriate content. Therefore, a balanced approach is needed, including digital literacy education and parental guidance, to ensure the positive impact of social media can be maximized in supporting students' literacy development.

Conclusion

This research shows that writing short stories (short stories) has a positive impact on students' writing, creative thinking and critical thinking skills. A structured learning approach and special assistance has proven to be effective in increasing students' interest and involvement in writing. Although students demonstrate impressive creative abilities, the main challenges lie in designing deeper conflicts and integrating moral messages relevant to the social context. Additionally, social media makes a significant contribution to improving literacy skills by providing a platform for sharing work, collaboration, and access to educational resources. However, challenges such as distraction and inappropriate content require a balanced approach to maximize their positive impact on students' literacy development.

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