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**Development of English Writing Skills through Short Stories for Students of Class XI SMA N Amanuban Timur, Kab. Timor Tengah Selatan, NTT**

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**ABSTRACT**

This study aims to develop English writing skills through the use of short stories for grade XI students of SMA N Amanuban Timur. Writing in English is an important skill that students must master, both for academic purposes and daily life. However, many students face difficulties in organizing ideas in a structured manner and mastering the use of appropriate vocabulary and grammar. Therefore, the use of short stories as a learning method is an effective and interesting solution to improve writing skills. This method involves several stages, starting from analyzing the structure of short stories, selecting themes that match students' interests, to the process of writing stories. In addition, peer review or peer feedback sessions are conducted to provide constructive feedback, which allows students to improve and develop their writing. The results of this study showed that the short story approach successfully improved students' writing skills, enriched their vocabulary, and increased their confidence in speaking and writing in English. Thus, this method can be an effective alternative in learning English at the high school level.

**Keywords:** *Writing skill development, short story, English learning, peer review, high school students, creativity.*

**ABSTRAK**

Penelitian ini bertujuan untuk meningkatkan keterampilan menulis dalam bahasa Inggris melalui penggunaan cerpen pada siswa kelas XI SMA N Amanuban Timur. Kemampuan menulis dalam bahasa Inggris merupakan keterampilan penting yang harus dikuasai oleh siswa, baik untuk keperluan akademik maupun komunikasi sehari-hari. Namun, banyak siswa mengalami kesulitan dalam mengorganisasi ide secara runtut serta dalam penggunaan kosakata dan struktur tata bahasa yang tepat. Untuk mengatasi permasalahan tersebut, integrasi cerpen sebagai media pembelajaran menjadi strategi yang efektif dan menarik dalam meningkatkan kemampuan menulis. Pendekatan pembelajaran ini melibatkan beberapa tahapan, antara lain analisis struktur cerpen, pemilihan tema yang sesuai dengan minat

siswa, serta proses penulisan cerpen itu sendiri. Selain itu, sesi umpan balik dari teman sejawat (peer review) dilakukan untuk memberikan evaluasi yang konstruktif, sehingga siswa dapat merevisi dan menyempurnakan tulisan mereka. Hasil penelitian menunjukkan bahwa metode cerpen secara signifikan meningkatkan kemampuan menulis siswa, memperkaya kosakata mereka, serta meningkatkan rasa percaya diri dalam berbicara dan menulis dalam bahasa Inggris. Oleh karena itu, metode ini dapat menjadi alternatif yang efektif dalam pembelajaran bahasa Inggris di tingkat sekolah menengah.

**Kata Kunci:** Pengembangan keterampilan menulis, cerpen, pembelajaran bahasa Inggris, peer review, siswa sekolah menengah, kreativitas

## INTRODUCTION

Writing in English is one of the key skills that students must master, both at the basic and advanced levels. This writing skill is not only important in academic contexts, but also in everyday life, such as writing reports, letters, essays, or even digital communication. Therefore, mastery of writing is an important foundation in mastering a foreign language.

At the secondary school level, such as at SMA N Amanuban Timur, English writing skills are a priority that needs to be continuously improved. This is in line with the educational goal of preparing students for exams, as well as providing skills that they will use in their future academic and professional lives. Writing is one skill that is often neglected by most students, even though they may have mastered other basic skills, such as listening, speaking and reading.

However, even though many students have mastered the basics of writing, they often face difficulties in organizing their ideas in a clear and structured way. This can be due to a variety of factors, including lack of confidence, limited vocabulary, as well as unfamiliarity with sentence structure and proper grammar usage. Therefore, there is a need for teaching methods that can help students overcome these challenges and improve their overall writing skills.

## IMPLEMENTATION METHOD

Storytelling Techniques in English, “Basic story structure (beginning, conflict, climax, resolution, ending)” presented by Rudolof J. Isu (English Lecturer, English Education Study Program, Universitas Persatuan Guru 1945 NTT). The Role of English in the Modern Era: Motivation and strategies for learning English that are relevant to the times. Presented by Yacob A. N. Selan (School Supervisor of SMA/SMK AND SLB South Central Timor District - East Nusa Tenggara).

This method of implementing the development of English writing skills through short stories involves several stages that can help students develop their writing skills well. The following are the steps used in the implementation of this method. The story structure consists of:

- a) Conflict Development: The conflict or problem faced by the main character begins to emerge.
- b) Climax: The high point of the story where the problem reaches peak intensity.

- c) Resolution: Problems begin to be resolved, and the story nears its end.
- d) Conclusion: The story closes with the resolution or solution of the conflict.

As a starting point, students are given some examples of short stories in English. Students are asked to analyze the stories, focusing on structure, vocabulary use, character development, and plot. A class discussion will be held to discuss these elements for students to gain a deeper understanding.

Before writing, a brainstorming session will be held to help students find a story theme that suits their interests. The themes can be fantasy, adventure, friendship, or life experiences that are relevant to them. This discussion aims to help students develop story ideas in a more structured and creative way.

Once the theme is determined, students will start writing their short stories. The teacher provides guidance and direction, including giving example sentences and structures that can help students in writing their stories. Students are given a certain amount of time to complete the story, focusing on organizing ideas and using correct grammar.

After finishing their writing, students exchange stories and provide feedback through a peer review session. In this session, students comment on the positive aspects and areas that need improvement in their friend's writing. It also provides an opportunity for students to learn to constructively critique writing.

In the final stage, students make revisions based on the feedback received and present their stories in front of the class. This provides an opportunity for students to practice their English speaking skills and boost their confidence

## **DISCUSSION**

Writing is one of the basic skills that is very important in learning English, both at the elementary, secondary and tertiary levels. This skill is not only useful for academic exams, but also has an important role in everyday life, such as writing letters, emails, reports, or even creating scientific papers. In the context of education at SMA N Amanuban Timur, English writing skills are one aspect that needs more attention. Many students find it difficult to express their ideas and opinions in writing in English, especially in constructing good and correct sentences, as well as in using appropriate vocabulary. Harmer (2007) in his book *The Practice of English Language Teaching* emphasizes that writing is a skill that requires mastery of technical aspects such as grammar, vocabulary, and good sentence structure. Therefore, teaching writing requires methods that not only focus on mastering the rules, but also provide opportunities for students to develop their creativity in composing stories or texts.

One method that has proven effective in developing writing skills is through short story writing. Short story writing gives students the opportunity to practice writing in a format that is not too long but still quite challenging. Short stories offer a space for students to develop creative and critical writing skills, which are essential in English language learning. Oshima and Hogue

(2006) in *Writing Academic English* reveal that short story writing involves various elements that are important in writing, such as character introduction, plot development, and conflict organization. It is a skill that is highly relevant to English language teaching, as students learn to organize their ideas in a more structured format.

Writing short stories also gives students the freedom to imagine and explore their ideas freely. In the writing process, students will not only practice technical skills such as the use of grammar and vocabulary, but will also be invited to think creatively in designing interesting stories. This is very important because creativity can increase students' interest in learning English, as explained by Richards and Renandya (2002) in their book *Methodology in Language Teaching: An Anthology of Current Practice*, which states that creative approaches are very influential on students' motivation to learn.

In short story writing, one of the biggest challenges for students is organizing their ideas in a logical and coherent structure. Nunan (2003) in *Practical English Language Teaching* revealed that writing is a process that requires organizing ideas in a structured way so that the message can be well received by readers. In short stories, students should ensure that their ideas are well organized in sections such as character introduction, conflict development, climax, and resolution.

Students usually start by brainstorming or jotting down ideas that they want to include in their stories. At this stage, they can use a technique called mind mapping or creating a story outline, which helps them to organize ideas more systematically. Langan (2013) in his book *English Skills with Readings* suggests that before writing, students should plan the structure of their story to ensure that the storyline is well developed.

After planning ideas, students then write the first draft of their story. At this stage, the main focus is to write down ideas freely without worrying too much about grammatical errors. This process aims to allow students to express themselves freely without inhibitions. Harmer (2007) also emphasizes the importance of giving students the freedom to write first drafts spontaneously, as this can help them overcome fear and increase confidence in writing.

The main challenge that students often face in writing short stories is the difficulty in choosing the right theme and composing clear and effective sentences. Most students often find it difficult to choose a topic that they can develop into an interesting story. Therefore, teachers need to provide direction and guidance in the process of brainstorming and choosing a story theme. Group discussions or questions and answers about story themes can help students to find fresher and more original ideas.

In addition, grammar problems are also a big challenge for students in writing short stories. Many students often use unclear sentences or incorrect grammatical structures, so that the message in the story cannot be conveyed properly. To overcome this, one solution is to provide special exercises on sentence structure and the use of proper tenses. Oshima and Hogue (2006) suggest that students should be trained to use complex sentences and passive

sentences in story writing, which will help them write more diversely and more interestingly.

The revision stage is also very important in writing short stories. After writing the first draft, students should revise to correct grammatical errors, clarify sentence structure, and ensure that the storyline can be easily understood by readers. Richards and Renandya (2002) explain that revision is an important part of the learning process as it gives students the opportunity to improve their writing and learn from the mistakes made.

One activity that is very useful in developing short story writing skills is peer review. This activity allows students to give each other feedback on their friends' writing. Zhang (2001) states that peer review can accelerate the learning process because students get different views on their writing, which they may not have realized before.

Peer review provides multiple benefits. First, students learn to analyze and give constructive feedback, which can help them identify errors in their own writing. Second, students get input from their peers who may have different perspectives on how to improve their stories. This enhances critical skills and the ability to improve their writing independently.

In conducting peer review, it is important for teachers to provide clear guidance on how to give constructive feedback. The feedback given should focus on the positive aspects of the classmates' writing and provide suggestions for improvement in a constructive way, rather than just criticizing. Langan (2013) explains that peer review also serves to boost students' confidence as they feel valued when they receive positive feedback from classmates.

In addition to writing skills, speaking skills in English are also very important in language learning. By giving students the opportunity to present the short stories they have written in front of the class, students can practice their speaking skills. Hedge (2000) in *Teaching and Learning in the Language Classroom* emphasizes that public speaking is one of the effective ways to improve language acquisition as students have to think fast and convey their ideas clearly.

This presentation process also provides an opportunity for students to practice pronunciation and intonation, and overcome their fear of speaking in English. In addition, story presentations allow students to get immediate feedback from classmates and teachers, which can help them improve their speaking skills. Harmer (2007) adds that story presentations give students the opportunity to strengthen their speaking skills and enrich their learning experience.

The application of the short story writing method in English learning at SMA N Amanuban Timur has a significant positive impact. One of them is the increase in students' interest in English learning. By using short stories as a medium, students feel more interested and engaged in the learning process as they are given the opportunity to express their creativity in writing. In addition, students feel more confident in writing as they have the space to experiment with their ideas without fear of being wrong.

Furthermore, this method encourages students to be more active in the learning process. They engage in discussion, peer review and presentation, all

of which help them develop social and communication skills in English. Thus, learning not only focuses on the academic aspect, but also on developing students' social and psychological skills.



Gambar 1. Photo of grade XI students participating in English writing development activities in the form of short stories

## CONCLUSION

The development of English writing skills through short stories is an effective and fun method in learning English in class XI of SMA N Amanuban Timur. By using short stories, students not only improve their writing skills, but also develop their creativity, enrich their vocabulary and improve their grammar mastery. In addition, this activity also provides an opportunity for students to practice their speaking skills through the presentation of their stories.

Through this approach, it is expected that students can feel more confident in writing and communicating in English, both in writing and orally. This method also provides space for students to learn in a way that is more interesting and relevant to their lives, so that learning English becomes more meaningful and fun.

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