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Application of the Copy the Master Method in Teaching Short Story Writing Skills to Grade X Students at SMA Negeri 1 Telaga

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ABSTRACT
This study aims to describe the implementation of the Copy the Master method in teaching short story writing skills to tenth-grade students at SMA Negeri 1 Telaga, covering the planning, implementation, and evaluation stages. The study employs a qualitative approach with a descriptive research design. Data sources include the Indonesian language teacher and tenth-grade students at SMA Negeri 1 Telaga. Data collection techniques consist of observation, interviews, and documentation, with analysis conducted using the Miles and Huberman model, which involves data reduction, data presentation, and conclusion drawing. The results indicate that the Copy the Master method is implemented in three stages. In the planning stage, the teacher prepares instructional materials, including teaching modules, learning resources, student worksheets, "master" short stories, research instruments, and assessment rubrics. In the implementation stage, students read and analyze the "master" short stories, identify the elements that constitute a short story, draft a story outline, and develop that outline into a complete short story. In the evaluation stage, the teacher assesses both the process and the outcomes of the short story writing instruction. The findings reveal that the "Copy the Master" method successfully helps students understand the structure and constituent elements of short stories, facilitates the development of story ideas, and enhances students' ability to write short stories in a more focused, systematic, and creative manner. Most students were able to produce short stories that adhered to the proper structure and incorporated the essential elements of a well-crafted short story.

Keywords: copy the master, teaching short story, writing skill

Penerapan Metode Copy the Master pada Pembelajaran Keterampilan Menulis Teks Cerpen pada Siswa Kelas X SMA Negeri 1 Telaga

ABSTRAK
Penelitian ini bertujuan untuk mendeskripsikan penerapan metode Copy The Master pada pembelajaran keterampilan menulis teks cerpen pada siswa kelas X SMA Negeri 1 Telaga yang meliputi tahap perencanaan, pelaksanaan, dan evaluasi. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Sumber data dalam penelitian ini adalah guru Bahasa Indonesia dan siswa kelas X SMA Negeri 1 Telaga. Teknik pengumpulan data yang digunakan meliputi observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan model Miles, dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penerapan metode Copy The Master dilaksanakan melalui tiga tahap. Pada tahap perencanaan, guru menyiapkan perangkat pembelajaran berupa modul ajar, bahan ajar, LKPD, cerpen master, instrument penelitian, dan rubrik penilaian. Pada tahap pelaksnaan, siswa membaca dan menganalisis cerpen master, mengidentifikasi unsur-unsur pembangun cerpen, menyusun kerangka cerita, serta mengembangkan kerangka tersebut menjadi cerpen yang utuh. Pada tahap evaluasi, guru melakukan penilaian terhadap proses dan hasil pembelajaran menulis cerpen. Temuan penelitian menunjukkan bahwa penerapan metode Copy The Master berhasil membantu siswa memahami struktur cerpen dan unsur-unsur pembangunnya, memudahkan siswa dalam mengembangkan ide cerita, serta meningkatkan kemampuan siswa menulis cerpen secara lebih terarah, sistematis, dan kreatif. Sebagian besar siswa mampu menghasilkan cerpen yang sesuai dengan struktur cerpen dan memperhatikan unsur-unsur pembangun cerpen yang baik.

Kata kunci: copy the master, pembelajaran keterampilan menulis, teks cerpen

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INTRODUCTION

Writing is a crucial language skill for students to master, as it allows them to express their ideas, concepts, experiences, and feelings in a written form that others can understand. Since writing serves as a means of indirect communication through written language, it must be cultivated within the Indonesian language curriculum, enabling students to articulate their thoughts and creativity effectively. At the high school level, one of the writing skills taught is the composition of short stories—fictional prose narratives that recount an event concisely, typically centered around a single primary conflict. Short stories are relatively brief, allowing them to be read in a single sitting while still leaving a profound impression on the reader. By writing short stories, students can develop their imagination, creativity, and ability to craft language into engaging literary works. Instruction in short-story writing aims not merely to produce a written piece, but also to train students in creative, critical, and systematic thinking—skills honed through consistent practice. Consequently, a student's success in writing short stories is significantly influenced by the instructional process facilitated by the teacher in the classroom.

In reality, however, short-story writing remains a topic that many high school students find challenging. Observations and interviews with Indonesian language teachers at SMA Negeri 1 Telaga reveal that a large number of students struggle with developing story ideas, establishing conflicts, structuring plots, selecting appropriate diction, and crafting coherent narratives; as a result, their work often fails to demonstrate an optimal level of proficiency in short-story writing. These difficulties stem from several factors, one of which is a lack of variety in teaching methods, which often leads students to become passive participants during the learning process. Furthermore, students often encounter difficulties when asked to write short stories independently, as they lack a clear understanding of what constitutes a well-crafted short story. This, in turn, leaves them with little confidence in expressing their ideas and developing their narratives. In this learning process, the teacher plays a crucial role in selecting methods that align with the nature of the subject matter and the needs of the students, ensuring that established learning objectives are met. Consequently, there is a need for instructional methods that can help students grasp the structure of a short story while also making it easier for them to transform their ideas into a complete, coherent narrative.

One method that can be employed in teaching short story writing is the "Copy the Master" approach, which utilizes an existing work as a model for students to study before they produce their own original pieces (Fajri et al., 2018; Hayati, 2013; Utari et al., 2018). Through this method, learners can develop their writing skills by emulating high-quality texts, thereby gaining an understanding of the patterns, structures, and techniques employed by the author. Rather than merely transcribing the model text, students analyze its constituent elements and subsequently craft new, original work rooted in their own creativity. Given this context, this study aims to provide an in-depth description of the implementation of the "Copy the Master" method in teaching short story writing to tenth-grade students at SMA Negeri 1 Telaga, focusing on three key phases: planning, execution, and evaluation.

This research is expected to make a theoretical contribution to the field of education—specifically within the context of Indonesian language instruction—while offering practical benefits: it helps students enhance their creative writing, assists teachers in diversifying their pedagogical approaches, and serves as a point of consideration for schools seeking to improve the quality of literature instruction.

LITERATURE REVIEW

Learning is an interactive process involving educators, learners, and learning resources within an environment designed—deliberately and systematically—to foster conditions that enable

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learners to engage actively in developing their potential. Through this process, learners do not merely acquire information; they also undergo a positive behavioral transformation as a result of their learning experiences. All components of the learning process—such as objectives, content, methods, media, and evaluation—are systematically interconnected to achieve the intended competencies. In the context of Indonesian language instruction, the process plays a crucial role in enhancing students' ability to communicate effectively and correctly, both orally and in writing. It is also directed toward developing literacy competencies, including the creation of literary works such as short stories (Suryono, 2014; Sanjaya, 2016; Susanto, 2013; Djamaluddin & Wardana, 2019).

Writing—a productive language skill—serves as a means of conveying messages through written language, ensuring that the author's ideas and concepts can be understood by the reader. In an educational context, the primary purposes of writing are to inform, persuade, entertain, and express feelings and emotions; simultaneously, it cultivates critical thinking skills and the ability to organize ideas in a coherent and systematic manner (Dalman, 2014; Tarigan, 2013; Marahimim, 2005)

A short story is a work of fictional prose that is concise, compact, and focused on a single central conflict. While it features a limited number of characters and a restricted setting, it remains capable of leaving a profound impression. Key characteristics of a short story include a relatively low word count, a single narrative arc, and the ability to be read in a short amount of time; its content is often drawn from real-life experiences or the author's imagination. Short stories are constructed through intrinsic elements, which include: the theme (the core idea); characters and characterization (the individuals and their traits); the plot (a sequence of cause-and-effect events); the setting (encompassing place, time, and atmosphere); the point of view (the author's narrative perspective); the writing style (which establishes a unique tone); and the moral message (the underlying lesson or theme intended by the author). Structurally, a short story consists of an orientation (introducing the story), a complication (the emergence of conflict), a climax (the peak of tension), a resolution (the solving of the problem), and a coda (the final part, containing a message or a character transformation). The "Copy the Master" method serves as a pedagogical approach that utilizes high-quality writing samples as structured learning resources. Through this method, students are guided through a process that includes reading a "master" text, identifying its intrinsic elements, discussing its development patterns, outlining a new story, drafting their own work, and receiving assessment and feedback from the teacher. The strength of this method lies in its ability to provide a concrete model of writing and to help students—who may struggle to get started—generate ideas. Conversely, a potential drawback is the risk of students becoming overly dependent on the examples; this necessitates intensive guidance from the teacher to ensure that students do not simply plagiarize the master text (Siswanto, 2018; Wicaksono, 2014).

METHOD

This study employs a qualitative approach, aiming to understand and describe a naturally occurring phenomenon based on objective conditions in the field, without any manipulation by the researcher. A descriptive research design was selected to systematically, factually, and accurately depict and explain the characteristics of the subject and the actual implementation of a teaching method in the classroom (Sugiyono, 2017; Razak, 2017).

The data in this study encompass all information regarding the application of the "Copy the Master" method across three primary stages: planning, implementation, and evaluation of short-story writing instruction. Primary data were obtained directly from the Indonesian language teacher and all tenth-grade students at SMA Negeri 1 Telaga who were actively involved in the learning process, while secondary data were gathered from

supporting documents, such as teaching modules, instructional materials, student worksheets, the students' short-story compositions, and photographs of the learning activities.

Data collection was conducted through triangulation, which included direct observation of classroom activities, in-depth interviews with the teacher and students, and a documentary study of all instructional records and student work. The collected data were then analyzed using an interactive analysis model consisting of three stages: data reduction—selecting and simplifying relevant data; data presentation—organizing the data into systematic, narrative, descriptive accounts; and drawing conclusions to provide a comprehensive overview of the success of the method's implementation.

RESULT

The research findings regarding the application of the Copy the Master method in teaching short story writing at SMA Negeri 1 Telaga are presented narratively, following three main stages. In the planning stage, the teacher thoroughly prepares all necessary instructional materials, including the development of teaching modules based on the Independent Curriculum, selection of linguistic content, preparation of teaching aids, creation of student worksheets, and the development of observation instruments and assessment rubrics. These rubrics cover aspects such as structure, ideas, characterization, plot, setting, language, creativity, and the underlying message (moral). The teacher selected a short story titled Teman yang Baik by Yanti Tahaob to serve as the "master" text, chosen for its simple language, which is well-suited to the psychological developmental stage of tenth-grade students. The implementation stage, spanning two 45-minute sessions, begins with an introductory phase—including greetings, prayer, attendance, an apperception activity regarding students' prior writing experiences, and an overview of the learning objectives. The core instruction follows the five stages of the "Copy the Master" method, starting with an orientation phase in which students are divided into groups to read the master short story independently, while receiving an explanation of the concept of emulating narrative patterns. The second stage involves analyzing the master text; students work in groups to dissect its structure—orientation, complication, and resolution—as well as its intrinsic elements, subsequently presenting their findings to the class to receive feedback and reinforcement from the teacher.

The third stage focuses on idea development, where students are guided to independently generate original story concepts by adapting the master text's pattern while replacing all its specific elements. For instance, one student adapted the structure to create a story titled The Kind Security Guard, featuring a character named Mr. Darto, who diligently collects used cardboard boxes. Students then organize these ideas into a structured story outline. In the fourth stage, students write their short stories, individually expanding their outlines into complete drafts—ranging from 500 to 700 words—under the intensive guidance and supervision of the teacher. The fifth stage involves revision and evaluation, during which students refine their written drafts based on feedback regarding spelling, word choice, and the coherence of the narrative flow before submitting their final work. The lesson concludes with a collective summary of the material, reflection on the challenges encountered, the provision of ongoing motivation, and a closing prayer.

In the evaluation phase, both the students' level of engagement and their written work are assessed using a rubric with a scale of one to four. A summary of the assessments for the twenty-three students reveals a diverse range of abilities: some students fall into the "very good" category—exemplified by a piece about a school security guard that earned a maximum score of thirty-two—while the majority fall into the "good" category, demonstrating complete structure despite relatively simple conflicts, as seen in the story titled *Sepatu Lama* (Old Shoes). A few students fall into the

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"fair" category, producing brief narratives like the story titled Teman Sebangku, while a small number fall into the "poor" category, as their stories are overly simplistic and lack clearly developed conflicts, such as the piece titled Buku Baru (New Book).

Overall, 60.86%—or fourteen students—achieved ratings of "good" or "very good." This demonstrates that the "Copy the Master" method is highly effective in helping students overcome difficulties in generating story ideas, while also guiding them to structure their narratives in a coherent and organized manner. Minor challenges—such as limited vocabulary and difficulty in developing conflict, observed in a small number of students—were successfully addressed through individual guidance and intensive support provided throughout the writing process.

DISCUSSION

The three primary stages employed in this study on teaching short-story writing skills at SMA Negeri 1 Telaga effectively supported the writing instruction process. The first stage, planning, involved the development of various instructional materials designed to facilitate the teaching of short-story writing. This planning phase indicates that the instruction was systematically prepared prior to its implementation in the classroom. Thorough planning is essential to ensure that all learning activities align with clearly defined objectives. With careful preparation, the teacher can effectively determine learning goals, content, methods, and forms of assessment tailored to the students' needs. In this study, the teaching module served as the primary guide for implementing the "Copy the Master" method. The module contained learning objectives, instructional content, procedural steps, and assessments used throughout the learning process. Thus, the planning phase in this study functioned not merely as an administrative requirement, but as a foundational step toward creating a focused learning process that optimally supports the application of the "Copy the Master" method in teaching short-story writing skills.

The second stage, implementation, was carried out through introductory, core, and concluding activities. During the core activities, the "Copy the Master" method was applied through five key phases: orientation, analysis of the "master" short story, idea development, drafting the short story, and revision and evaluation. Each phase involved specific tasks that facilitated the writing instruction process. Throughout these stages, students received feedback on their work, allowing them to refine and improve areas that required further adjustment. The revision process helps students improve their language use, spelling, and the coherence of their storylines, resulting in higher-quality writing.

The third stage, evaluation, is conducted through both process-based and outcome-based assessment. Process-based assessment involves observing students' engagement during lessons, their involvement in group discussions, and their participation in analyzing the "master" short stories. Meanwhile, outcome-based assessment focuses on the short stories written by the students, evaluating aspects such as structural integrity, idea development, characterization, plot, setting, language use, creativity, and the underlying message (theme). The evaluation results indicate that most students are able to write short stories with a complete and logical structure. Furthermore, students demonstrate the ability to develop original story ideas by applying the patterns found in the "master" short stories they have studied. This suggests that the "Copy the Master" method assists students in grasping the structure and patterns of short-story writing, making it easier for them to transform their ideas into a cohesive, complete narrative.

CONCLUSION

Based on the research findings and discussion, it can be concluded that the application of the "Copy the Master" method in

teaching short story writing to tenth-grade students at SMA Negeri 1 Telaga significantly improves both the quality of the learning process and the students' learning outcomes. This success is supported by systematic planning—involving the development of instructional modules and the selection of appropriate "master" short stories—as well as a structured implementation process consisting of five tactical stages: orientation, analysis of the master text, idea development, independent writing, and revision. Furthermore, the approach includes a comprehensive evaluation of both the learning process and the students' final work. In light of these conclusions, it is suggested that teachers consider the "Copy the Master" method as an innovative alternative for teaching writing in the classroom. Students are encouraged to practice writing consistently and to cultivate an interest in reading literary works as a primary source of inspiration. The school is also advised to foster literacy by ensuring that the library is well-equipped with adequate literary resources and learning materials. Finally, future researchers are encouraged to explore the application of this "copying" method within other areas of language and literature instruction, or to employ a classroom action research design to quantitatively measure improvements in learning outcomes.

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