

## ABSTRACT

*Constructing a short story is a writing skill. Writing too, as a means to communicate indirectly. All students certainly have writing potential, including writing a short story text that focuses on short story code. Suggestion-Imagination is a method that makes it easier for students to write good short story texts. For this reason, the author conducted a learning to write short story texts that focused on short story codes using the suggestion-imagination method for class XI students at the SMKS PGRI JATISARI in the 2020/2021 school year.*

*The formulation of the problem that the writer proposes in this study are: (i) Is the writer able to carry out learning to write short story texts focusing on short story codes using the Suggestion-Imagination method. in class XI students of SMKS PGRI JATISARI?; (ii) What is the ability of students in learning to write short story texts focusing on short story codes using the Suggestion-Imagination method. in class XI students of SMKS PGRI JATISARI?; (iii) Is there an effect of the Suggestion-Imagination method on the improvement of learning outcomes in writing short story texts focusing on short story codes in class XI students of SMKS PGRI JATISARI ?.*

*This study aims to determine the ability of the writer, the ability of students, the influence of the suggestion-imagination method on learning to write short story texts that focus on short story codes in class XI students of SMKS PGRI JATISARI. The hypothesis that the author has formulated is: (i) The author has been able to apply learning to write a short story text that focuses on koda in class XI students at SMKS PGRI JATISARI using the Suggestion-Imaginative method appropriately; (ii) Class XI students at SMKS PGRI JATISARI the 2020/2021 school year has been able to write a short story text that focuses on the short story code correctly; (iii) Suggestion-Imaginative Method already effectively used in learning to write a short story text that focuses on koda in class XI students of SMKS PGRI JATISARI.*

*The research method that I use is a quasi-experimental method type one group pretest-postet design. As for the results of the research, the first hypothesis is accepted with the results of the authors getting an average value for learning preparation of 3.72 with a very good value category (A) and an average value of 3.56 in the implementation of learning with a very good category (A). The second hypothesis is accepted, with the results of the pre-test with an average of 30.09 and post-test results with an average of 76.43. This difference shows a difference of 48.77, resulting in an increase from pre-test and post-test of 48.77 or equivalent to 162.5%. The second hypothesis is accepted, with the results of the statistical test results  $t_{count} \geq t_{table}$ , namely  $5.21 \geq 2.04$  in the 95% confidence level with a significant level of 5% and 29 degrees of freedom.*

*Thus, the authors conclude that the suggestion-imagination method is appropriate for learning to write short story texts. Because it can train students to improve learning methods towards better learning, especially when constructing a short story text.*

**Keywords: Contributing, Learning, Sugeti-Imagination, and Short Story Texts**