Development of Teaching Material for Short Story Writing Experience Based on 7th Grade Students of Junior High School 2 Kejuruan Muda

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Abstract

This study aims to develop teaching materials for writing short stories based on experience to facilitate students in writing short text. The learning approach offered by researchers is considered appropriate for writing short text material because it can help students to easily express their ideas in writing short stories by linking the material with the context of their daily lives. In addition, experience is the best teacher because from experience one can learn. Experience is a memory that is recorded and stored as a story that forms a filter of perception that ultimately guides behavior. The results of this study indicate that the effectiveness of teaching short story writing lessons based on experiences developed for 7th grade student of junior high school 2 Kejuruan Muda was stated to be more effective than student handbooks. The results of the acquisition of student learning outcomes before and after using teaching materials have increased quite significantly by 8.28. The average score of students before (pretest) using teaching materials learning experiences writing short stories based on experience 74.43 and the average value of post (testing) using teaching materials learning writing short stories based on experience 82.71.

I. Introduction

Law on National Education System No. 20 of 2013 article 39, namely educational staff assigned to carry out administration, management, development, supervision, and technical services to support the educational process in the education unit. Teachers as educators are tasked with managing and developing learning resources. Development of teaching materials such as modules needs to be done as an effort to improve learning outcomes and establish teaching materials that are appropriate to the conditions, interests and talents of students.

Widodo and Jasmadi (2008: 40) state that teaching materials are a set of learning tools or tools that contain learning material, methods, boundaries, and ways of evaluating systematically and attractively designed in order to achieve the expected goals, namely achieving competence or sub competence with all its complexity. This understanding explains that a teaching material must be designed and written with instructional rules because it will be used by teachers to assist and support the learning process.

The world of education in Indonesia applies the 2013 curriculum, so the teaching materials used must be in accordance with needs, namely teaching materials related to the 2013 curriculum. Indonesian Language learning is part of the 2013 curriculum which

emphasizes the importance of balancing competencies in attitudes, knowledge, and skills based on text. Text-based learning will bring and train students' mentality in accordance with their development. Students are required to actively observe, ask, reason, try and communicate matters relating to the material to be studied. The texts used will be an opportunity for educators to develop quality teaching materials that are able to overcome the problems faced.

Short story writing skills are one of the activities that need to be done to foster the ability to write. By writing short stories, students can display their imagination and intuitions about phenomena experienced in everyday life. Students are more sensitive to their environment because they can present their observations through a short story. Short story writing skills encourage students to develop their imagination and ability to fantasize through words written in short stories.

Based on the results of observations and interviews conducted by one of the two Indonesian language teachers in 7th grade student of junior high school 2 Kejuruan Muda, it was concluded that the short story writing learning process has not been carried out properly because it is influenced by student background, limited quality of learning resources, and completeness of learning tools which the teacher uses in the learning process. Students' backgrounds tend to differ in terms of characteristics, interests, and willingness to make teachers use the lecture method in the learning process. Students do not understand learning if not explained directly by the teacher so the teacher must prepare complete teaching materials. The limitations of learning materials make students not study at home and only rely on the teacher's explanation at school.

Based on the above problems, researchers took the initiative to develop teaching materials for writing short stories based on experience to facilitate students in writing short text. The learning approach offered by researchers is considered appropriate for writing short text material because it can help students to easily express their ideas in writing short stories by linking the material with the context of their daily lives. In addition, experience is the best teacher because from experience one can learn. Experience is a memory that is recorded and stored as a story that forms a filter of perception that ultimately guides behavior.

II. Review of Literature

2.1 Teaching Materials

Teaching material is a learning program that is very instrumental in the learning process as Hamdani (2011: 120), argues that teaching materials are all forms of materials or materials that are prepared to help teachers or instructors in carrying out teaching and learning activities so as to create an environment or atmosphere that allows students to learn. The same opinion was also expressed by Majid (2011: 173), namely teaching materials are all forms of materials used to help teachers / instructors in carrying out teaching and learning activities.

Some experts say that the learning method is more urgent, while some other experts say that the learning material is more urgent than the learning method. In fact the opinions of the two experts when examined intelligently are true, because both the learning material and the

learning method are not two substantial things that are not interrelated, but on the contrary, both are very important integrations in the learning process. (Ediayani, 2020).

According to the guidelines for the development of teaching materials at the Ministry of National Education (2009) it is stated that teaching materials function as:

a) Guidelines for teachers who will direct all their activities in the learning process, as well as being the substance of competencies that should be taught to students

b) Guidelines for students who will direct all their activities in the learning process, as well as being a substance of competencies that should be learned / mastered.

c) Evaluation tool for achieving / mastering learning outcomes.

The need for the development of teaching materials, so that the availability of teaching materials in accordance with student needs, curriculum demands, target characteristics, and demands for problem solving learning. Development of teaching materials must be in accordance with the demands of the curriculum, meaning that teaching materials developed must be in accordance with the 2013 curriculum which refers to the National Education Standards both the content standards, process standards and graduate competency standards. Then the target characteristics are adjusted to the environment, abilities, interests, and background of students.

2.2 Learning Module

Modules are one form of teaching materials in the form of printed materials. Modules in learning are usually used to make students learn independently without the help of the teacher as a facilitator. The module also contains learning material that is made in detail to make students more independent to use it.

According to Hamdani (2011: 219) modules are learning tools or tools that contain material, methods, boundaries of learning material, instructions for learning activities, exercises and ways of evaluating that are designed systematically and attractively to achieve the competencies expected and can be used independently. Daryanto (2013: 9) explains the module as a form of teaching material that is packaged in a whole and systematic manner, in which contains a set of learning experiences that are planned and designed to help students master specific learning goals.

According to Daryanto (2014: 18) the purpose of using modules in the teaching and learning process is as follows:

a) Educational objectives can be achieved efficiently and effectively

b) Students can attend educational programs according to their own pace and abilities

c) Students can live as much as possible appreciate and do their own learning activities, both under the guidance or without teacher guidance

d) Students can assess and know the results of their own learning on an ongoing basis

e) Students really become the focal point of teaching and learning activities

f) Modules are prepared based on the Student progress can be followed by a higher frequency through evaluations conducted at each end module

g) concept of "Mastery Learning" a concept that emphasizes that students optimally master the learning material presented in that module. This principle contains the consequence that a student is not permitted to attend the next program before he has mastered at least 75% of the material.

Prastowo (2015: 109) says that the module has several characteristics which are designed for independent learning systems; is a whole and systematic learning program; contain objectives, materials or activities, and evaluation; presented communicatively (two directions); strived to replace some of the teaching roles; coverage of focused and measurable

languages; and prioritize user learning activities. Meanwhile, according to Sajdati (in Prastowo 2015: 109) that is the characteristics of modules consisting of various written materials used for independent learning.

2.3 Short Stories

Short story text or abbreviated with short stories are relatively short prose stories. The definition of relative is not so clear in size. Some interpret short stories can be read once sitting with less than an hour. There is a view of the number of words contained therein.

Prinsloo (2018: 1) in a journal entitled "Students Intrinsic Practices on the Diverse Functions of Short Stories Beyond Language Learning" Volume 74 no 2 states that the short story as literary genre has been used productively for language learning, and much pedagogical research has emphasized the language learning functions of short stories in English foreign language (ELF) contexts. While the language learning function appears to be a natural extension of reading short stories, they may also perform other functions in English language teaching (ELT). The objective of this study was to establish what functions EFL students intrinsically (i.e., without pedagogic intervention) attributed to short stories when the stories were assigned as supplementary reading to main language-teaching syllabus. Short stories as a genre of literature have been used by contexts of foreign languages (EFL). While teaching languages (ELT) is also possible. ELF students are intrinsically (that is, without pedagogical intervention) attached to the main language introductory syllabus.

Priyatni (2013: 89), the structure of the short story text as follows:
1) Abstract: a summary of the story written at the beginning of the short story as an illustration for the reader to know the storyline.
2) Orientation: introduction to stories based on time and atmosphere
3) Complications: the sequence of events in the story
4) Evaluation: starting to look resolution of the problems experienced by the characters
5) Resolution: the author provides a solution to the problems experienced by the characters.
6) Koda: the value of lessons that can be taken in the short story (mandate) is at the end of the story.

2.4 Experience Based Learning

Experience is an event that is captured by the five senses and stored in memory. Experience can be obtained or felt when events have just happened or have been going on for a long time. The experience that occurs can be given to anyone to use and be a guide and human learning (Notoadmojo in Suparwati, 2012).

Experience-based learning is a holistic model of the learning process in which humans learn, grow and develop. Experience plays an important role in the process of distinguishing it from other learning theories such as cognitive learning theory and behaviorism (Kolb, 1984).

Experience-based learning or experiential learning has been widely used in practical learning and research. Experience learning is based on the work of Kurt Lewin, John Dewey and others. Experience-based learning theory (experiential learning) offers dynamic theory based on learning cycles driven by the resolution of actions / reflections and experiences / abstractions. These two dimensions define holistic learning spaces when the learning process takes place between individuals and the environment.

Silberman (2014: 10), experiential learning is "the involvement of students in concrete activities that make them able to 'experience' what they are learning. This learning is based on

real work / life experience and structured experience that simulates or approaches real work / life experience. " Sanjaya (2010: 160), defines "learning experiences (learning experiences) are a number of student activities undertaken to obtain information and new competencies in accordance with the objectives to be achieved." Furthermore, according to Sani (2014: 153), "experiential learning is inductive learning, student-centered, and activity-oriented."

Based on some of the explanations above, it can be concluded that experience-based learning is a student-centered learning that is based on the idea that people learn best from hands-on experience. Extensive experience will change the behavior, understanding and mindset of students. Through various experiences students are more creative in making decisions.

Huda (2014: 172), ELT (Experiential Learning Theory) underlines two interrelated approaches in understanding experience, namely concrete experiences and abstract conceptualizations and two approaches in changing experiences, namely reflective observation and active experiments. The four approaches can be described in a circle as follows:
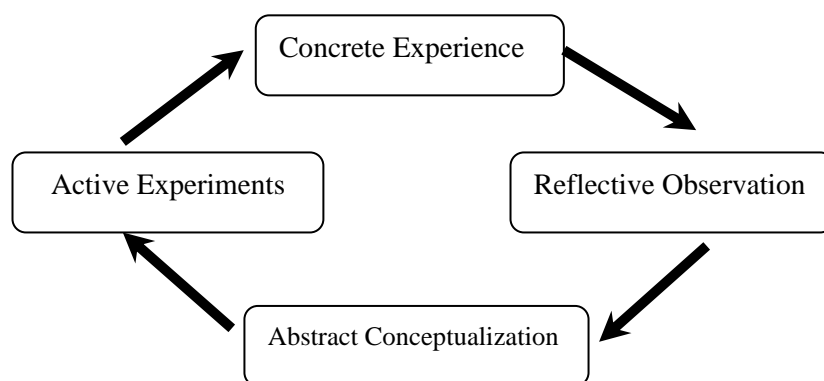

Figure 1 **Kolb Learning Cycle (in Bartle, 2015: 5)**

1) Concrete Experience
   At this stage students do not yet have an awareness of the nature of an event.
2) Reflective Observation
   At this stage learning must provide an opportunity for all students to actively observe the events they are experiencing.
3) Abstract Conceptualization
   After students are given the freedom to make observations, then given the freedom to formulate (conceptualization) of the observations.
4) Active Experiments
   This stage is based on the assumption that the results of the learning process must be tangible products.

III. Research Method

This research was conducted at the Junior High School 2 Vocational Young. The reason for choosing the school is that the Junior High School 2 Vocational School has all the supporting aspects so that the research can run well. This research was conducted in December to February 2018. This type of research is research and development, namely the development of teaching materials for writing short story-based text experiences for 7th grade

student of junior high school 2 Kejuruan Muda. According to Sugiyono (2016: 297), research and development methods are research methods used to produce certain products and test the effectiveness of these products. Tegeh et al (2014: 13), development research is a research method that is effective enough to improve learning practices, with the aim of developing new products or improving existing products so that they can be accounted for. This research and development refers to the theory of teaching material development proposed by Borg and Gall.

IV. Discussion

4.1 The Eligibility of Short Story Writing Teaching Material Based on Experience of 7th grade student of junior high school 2 Kejuruan Muda

The feasibility of teaching materials based on short story writing experience is obtained from the results of validation and assessment provided by material experts and design experts. Through the results of the assessment, the data obtained are then analyzed to determine whether or not appropriate teaching materials for short story writing experience are based on learning modules to be tested at a later stage.

a. Expert Material Validation Results for Short Story Writing Teaching Materials Based on Class VII Experiences of 7th grade student of junior high school 2 Kejuruan Muda

The validation of the contents of the material on the product is intended to know the opinion of the material experts about the appropriateness of the content, the appropriateness of the presentation, and the appropriateness of the language. This validation was carried out by Dr. Safwan Hadi Umri, M. Pd. And Mr. Tappil Rambe, S. Pd., M. Si. Who is a Lecturer at Medan State University. The assessment was carried out to obtain quality information on teaching materials for writing short stories that were developed to improve the quality of learning in 7th grade student of junior high school 2 Kejuruan Muda on short story material.

The data of the validation results by the material experts regarding the content suitability can be seen in table 1 below.

Table 1. Results of Validation by Material Experts on the Material Aspect

No	Statement	Average Percentage	Criteria
Material Aspects			
Material compatibility with CC and BC			
1	Completeness of material	75	Good
2	Material depth	75	Good
Material Accuracy			
3	Material Accuracy	75	Good
4	The accuracy of facts and data	75	Good
5	The accuracy of examples and cases	87.5	Very Good
6	The accuracy of drawings, diagrams and text illustrations	75	Good
7	The accuracy of terms	75	Good
8	The accuracy of notations, symbols and icons	75	Good
9	Accuracy of library references	75	Good

	Material Proficiency		
10	The suitability of the material with the development of science	75	Good
11	Use case examples in everyday life	75	Good
12	Pictures, diagrams and illustrations in everyday life	75	Good
13	Use case examples found in everyday life	75	Good
14	Library updates	75	Good
15	Encourage curiosity	87.5	Very Good
16	Creating the ability to ask	87.7	Very Good
amount		**77.35**	Good

Based on the data presented in the table above, this is inseparable from the acquisition of scores on the faithful sub-component of material aspects. Thus, teaching materials developed in the material aspects are stated to have met the demands of learning. Component aspects of the material include: a) the suitability of the material with KD, b) the accuracy of the material, c) the updating of the material. The average total of all material aspects is in the "good" criteria with a total percentage of 77.35%.

4.2. Results of Validation of Short Story Teaching Material Design Expert Based on Experience of 7th grade student of junior high school 2 Kejuruan Muda.

Design validation of the product is intended to know the design expert's opinion about the asepk of visual appearance and learning design aspects. This validation was conducted by Dr. Elly Prinasti wuriyani, S.S., M.Pd. and Mrs. Dr. Evi Eviyanti, M.Pd. who is a Lecturer at Medan State University. The assessment was conducted to obtain information on the design of teaching materials for short story writing developed to improve the quality of learning in Junior High Vocational 2 in the short text material.

Data validation results by material experts on language suitability can be seen in the following 2.

Table 2 Results of Validation by Design Experts on Aspects of Visual Display

No	Statement	Average Percentage	Criteria
Visual Aspects Display			
Clarity of Cover			
1	The color on the media cover is interesting	100	Very good
2	Cover media design uses clear, legible writing	100	Very good
3	The comic book cover	87.5	Very good
Image Media Clarity			
4	The use of images is relevant to text	75	Good
5	The image used is clear	75	Good
6	The image size used is proportional	87.5	Very good
7	Use attractive color combinations	87.5	Very good
8	Attractive module design	100	Very good
9	Display interesting module contents	100	Very good
10	Image, color and font size to match	100	Very good

11	The images used can convey messages / contents	87.5	Very good
amount		**90.90**	Very good

Based on the data presented in the table above, this is inseparable from the acquisition of scores on each sub-component of the visual display aspect. Thus, teaching materials developed in the aspect of visual appearance have met the demands of learning. The average number of all aspects of visual appearance is in the criteria of "Very Good" with a total percentage of 90.90%.

4.3. Limited Group Test Results for Short Story Writing Teaching Materials Based on Experience of 7th grade student of junior high school 2 Kejuruan Muda

Limited field trials are conducted at 7th grade student of junior high school 2 Kejuruan Muda. Trials were conducted on 32 students with high, medium and low abilities. Limited field trials produce data that will be used to find out how the benefits of the product for students. Data on the results of responses from field trial students is limited to teaching materials that have been developed in the form of teaching materials, it was concluded that teaching materials included in the criteria of "Very Good" with an average score percentage of 94.33%. Data on the results of responses from field trial students to limited assessment instruments can be seen in table 4 and the complete data in the appendix.

Table 3: Limited Group Trial Results for Short Story Writing Teaching Materials

No	Statement	Average Percentage	Criteria
1	The material is presented clearly and completely.	93.75	Very good
2	The material presented is easy for me to understand.	95.31	Very good
3	The material presented makes it easy for me to write experience-based short stories.	89.06	Very good
4	I understand every assignment given.	93.77	Very good
5	The learning objectives in each chapter are clearly stated.	96.09	Very good
6	The message / intent that was conveyed was easy for me to understand.	94.53	Very good
7	The language used is easy for me to understand.	95.31	Very good
8	The language used is communicative.	98.44	Very good
9	The letters used are simple and easy to understand.	89.84	Very good
10	There are steps that must be done every lesson.	92.96	Very good
11	Attractive cover design	96.09	Very good
12	Desain bagian isi modul bagus	96.87	Very good
Average Amount		**94.33**	**Very good**

4.4. Limited Group Test Results for Short Story Writing Teaching Materials Based on Experience of 7th grade student of junior high school 2 Kejuruan Muda

Student learning outcomes obtained by using a module that was developed carried out aims to see the extent to which increased student understanding of short story writing material in the activities of writing short story text based on experience using modules developed in this study. The purpose of making the module functions as an evaluation tool for achieving learning outcomes. Good teaching materials include learning instructions, competencies to be achieved, lesson content, supporting information, exercises, work instructions, evaluation and response to evaluation results. The experience-based short story writing test was conducted by students of 7th grade student of junior high school 2 Kejuruan Muda Championship with a total of 32 students looking at the results of writing short story texts before using the learning module to write short stories based on experience and after using the learning modules to write short stories based on experience.

Table 4. Student Learning Outcomes Data

NO	NAME	*PRETESTS*	*POSTTEST*
1	AR	63	75
2	AS	68	78
3	AAS	75	78
4	BDQ	68	77
5	CKP	70	80
6	FN	70	75
7	FI	80	90
8	FAF	78	87
9	FA	75	80
10	GI	85	90
11	HS	75	80
12	IM	80	90
13	KR	74	78
14	MLK	73	83
15	MAD	74	78
16	MA	60	77
17	MI	73	87
18	NR	85	92
19	NB	60	75
20	NF	80	87
21	NSH	74	80
22	PL	80	87
23	PR	75	80
24	PN	73	82
25	RA	85	89
26	REA	73	89
27	RP	75	87
28	RDA	74	82
29	RAN	74	80

30	SDT	80	83
31	TRA	75	82
32	TFA	78	89
Total		**2382**	**2647**
Average		**74.43**	**82.71**

Based on the above table, it is obtained data that student learning outcomes before using teaching materials to write short stories based on experience gained an average of 74.43 with the category "Pretty Good" where it means the grades achieved by students need to be increased again. While the learning outcomes of students after using teaching materials to write short stories based on experience gained a score of 82.71 with the category "Very Good" meaning that the student's score increased better than the previous grade.

4.5. Description of Pretest Data Learning Results Short Story Writing Test Based on the Experience of 7th grade student of junior high school 2 Kejuruan Muda

Data analysis conducted on learning outcomes before using the learning module to write short stories based on experience gained an average score of 75.15 with the criteria of "Good" meaning the scores achieved by students on the short story writing material had reached expectations but needed to be increased again. The frequency distribution of the value of the pretest learning outcomes of writing short stories on the short story text material before using the learning module of writing short stories based on experience can be seen in table 5 below.

Table 5. Frequency Distribution of Pretest Value Learning Outcomes of Short Story Writing Before Using the Short Story Writing Learning Module Experience Based

Interval	Frequency	Percentage
60-63	3	9,37%
64-67	0	0%
68-71	4	12,5%
72-75	15	46,8%
76-79	2	6,25%
80-83	5	15,6%
84-88	3	9,37%
Total	32	100%

Students who score 60-63 add up to 3 people or 9.37% who score 64-67, no one gets that score, who scores 68-71 by 4 people or 12.5%, who gets 72- 75 as many as 15 people or as much as 46.8%, those who get scores of 76-79 as many as 2 people or as much as 6.25%, who get 80-83 as many as 5 people or as much as 15.6%, while those who get scores of 84-88 as many as 3 people or 9.37%.

4.6 Description of Posttest Data Learning Results Short Story Writing Test Based on Experience 7th grade student of junior high school 2 Kejuruan Muda

Data analysis conducted on learning outcomes after using the short story learning module based on experience gained an average score of 80 with the criteria "Very Good" meaning the value achieved by students after using the short story writing learning module has increased. The frequency distribution of posttest scores of learning outcomes of writing short stories on short story text material before using the learning story writing module based on experience can be seen in table 6 below.

Table 6. Frequency Distribution of Pretest Value Learning Outcomes of Short Story Writing Before Using the Short Story Writing Learning Module Experience Based

Interval	Frequency	Percentage
75-77	4	12,5%
78-80	10	31,25%
81-83	6	18,75%
84-86	0	0%
87-89	7	21,87%
90-92	5	15,62%
Total	32	100%

Students who score 75-77 add up to 4 people or 12.5% who get 78-80 scores of 10 people or 31.25%, who get grades 81-83 of 6 people or 18.75%, who get 84-86 scores no one gets that value, who gets 87-89 as many as 7 people or as much as 21.87%, while those who get a value of 90-92 as many as 5 people or as much as 15.62%.

After getting learning by using teaching materials for learning short story writing based on experience, student learning outcomes before and after using these teaching materials increased significantly by 8.28. The average score of students before (pretest) using teaching materials learning experiences writing short stories based on experience 74.43 and the average value of post (testing) using teaching materials learning writing short stories based on experience 82.71. Comparison of pretest and posttest can be seen in table 7 below.

Table 7. Comparison of Pretest and Posttest Values

No	Group	Average value	Difference
1.	Before (Pretest)	74,34	8,28
2.	After (Posttest)	82,71	

The table above explains the comparison of the average value of the pretest and posttest obtained which is 8.28 with an average pretest 74.34 with the category "Pretty Good" while the average posttest is equal to 82.71 with the category "Very Good". Based on this, it can be concluded that learning using teaching materials for learning short story writing experiences

can improve student learning outcomes in Indonesian subjects especially in the subject matter of writing short stories based on experience. The data obtained can be seen below.
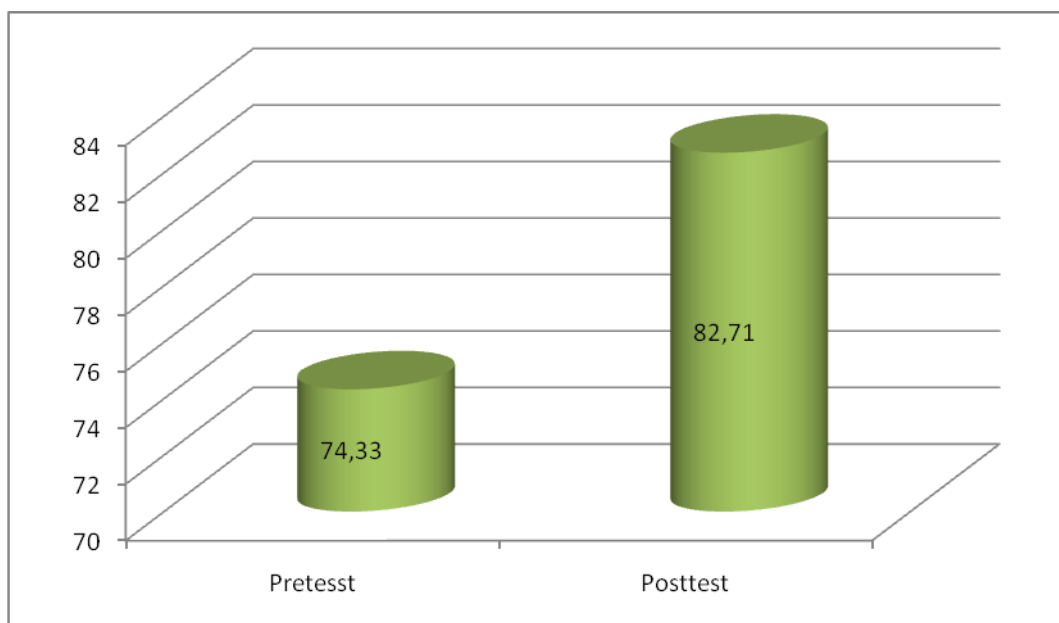

Figure 2 **Average Pretest and Posttest Value of Writing Teaching Materials Experience Based Short Stories**

V. Conclusion

The process of developing teaching materials for short story writing is based on experience in 7th grade student of junior high school 2 Kejuruan Muda in several stages. The first preliminary study is research and gathering preliminary information, one of which is a needs analysis. The needs analysis in this development research began by distributing questionnaires to the needs of eighth grade students of 32 junior high school students and 2 Indonesian language teachers of junior high school 2 Kejuruan Muda The results of the needs analysis are as follows: All teachers and students (100%) stated that they need teaching materials to write experience-based short stories to increase students' knowledge in writing short stories. The second stage of initial product development begins with preparing a cover entitled writing short stories based on experience, preface, table of contents, motivational words, learning activities 1 and 2, assignments to be done by students, summaries, answer keys, glossary, bibliography and motivational words from several famous writers. The third stage the acquisition of individual trials stated "Very Good" with an average value of 88.88%. The acquisition of small group trials was stated as "Very Good" with an average value of 90.04%. Finally the acquisition of limited field trials was stated as "Very Good" with an average value of 94.33%.

The feasibility of teaching material for writing short stories based on experience from the feasibility of aspects of the material includes: a) the suitability of the material with KD, b) the accuracy of the material, c) the updating of the material. The average total of all material aspects is in the "good" criteria with a total percentage of 77.35%. Presentation eligibility includes: a) presentation techniques, b) presentation of learning, c) completeness of presentation. The average total of all aspects of the eligibility of the presentation falls within

the "Very Good" criteria with a total percentage of 85%. Aspects of language eligibility are stated to have met the demands of learning. The average number of all aspects of language eligibility is in the "Good" criteria with a total percentage of 77%. The results of the validation from the design expert's aspects of visual appearance are in the criteria of "Very Good" with a total percentage of 90.90% and aspects of the learning design are in the criteria of "Very Good" with a total percentage of 94.31%. For the assessment of teachers in the Indonesian language field of teaching materials for writing short stories based on experience is in the criteria of "Very Good" with a total percentage of 92.5%.

The effectiveness of teaching materials for writing short stories based on experiences developed for 7th grade student of junior high school 2 Kejuruan Muda was stated to be more effective than textbooks for students' handling. The results of the acquisition of student learning outcomes before and after using teaching materials have increased quite significantly by 8.28. The average score of students before (pretest) using teaching materials learning experiences writing short stories based on experience 74.43 and the average value of post (testing) using teaching materials learning writing short stories based on experience 82.71.

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