# SHORT STORY WRITING BOOK DEVELOPMENT WHICH ORIENTED IN FORM OF CREATIVITY

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# SHORT STORY WRITING BOOK DEVELOPMENT WHICH ORIENTED IN FORM OF CREATIVITY

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**Abstract:** This research is a development research that tries to develop self-based potential poetry writing book. This development research refers to the Borg and Gall stage model. The stage consists of ten stages of development, there are the initial research and information collection stage, the planning stage, the initial stage of production format development, the initial test phase, the product revision phase, the field test phase, the product revision phase, the field test phase, the product revision phase end, and dissemination and implementation. In this study, only until the final product revision stage without including the phase of dissemination and implementation due to limited time research. In general, this study aims to explain the process of developing and implementing textbook writing short stories oriented on the formation of characters. While the subject in this study is the students of class VIII SMP N 1 Mantingan Ngawi.Penelitian this time is a development research for trying to develop textbooks. The results of the textbook development process are shown in the following stages. The validation of textbooks was assessed by two validators, validation results indicated that the textbooks were included in either category because of the percentage of $\geq 75\%$, the initial trial results were trialed in limited to seven students of class X generated by student questionnaires, teacher interviews, and observer observations. From the results of field trials resulted in the value of students in writing short stories to produce the average value of students 80. Implementation of textbooks write a short story-oriented writing the formation of the character of student activities at the time of writing short story writing using textbook writing a short story-oriented character formation. Activities at the time of learning are divided into three, namely observation, interviews with teachers, and student questionnaires. Based on these data it can be analyzed that the learning of writing a short story-oriented writing on the character of this worthy as a textbook.

**Keywords:** Development, Short Story Writing, Character, and Implementation

## INTRODUCTION

In an effort to improve quality human resources, Junior High School (SMP) plays a very important role. In line with the goal of national education that must be achieved by the nation of Indonesia, as stated in the preamble of the 1945 Constitution, namely "to educate the life of the nation". Efforts to educate the nation's life in the sense of improving the quality of Indonesian human resources can basically only be realized through educational activities. The process of human quality of Indonesia, which has been desired has formulated the policy direction of the Guidelines of State Policy

(GBHN, 1999: 73) that is to develop the quality of Indonesian resources as early as possible directed, integrated and thorough through various proactive and reactive efforts by all components of the nation the younger generation can develop optimally accompanied by the right of support and protection in accordance with its operation. Therefore, students of the Junior High School (SMP) need to be prepared and equipped with the fundamentals of science, and the management of the ability to solve problems and adapt to the changes around them.

The problems that exist in formal education are always increasing from year to year. One of them is quality problems in basic education. The quality of education in basic education should always be improved because students who have passed still continue to higher education level. Junior High School (SMP) as a formal education institution that provides fundamental knowledge, skills, and skills must really do the job well. This level is good, then the next level of education will be steady and can achieve the desired goals.

Looking at the reality, it seems that the ideal goal of literary learning that is appreciative is something that is difficult to achieve, still limited to the aspired aspect, if not just a fantasy. If we intend to bring students to understand and appreciate Indonesian literary works with all its variety (short stories, short stories, novels, dramas), it should be reprinted as much as possible and distributed to schools throughout the country this. Thus, students may read the literary works, both relevant to the subject they are studying or only as a by-reading material, not in the form of fragment quotes or synopsis.

This study emphasizes the development of textbooks, including Syllabus, RPP, and Student Book. This development aims to improve the role of learning tools both in terms of content, kegrafisan, and forms of presentation on the process of implementation of learning in schools. Syllabus is a learning plan on a particular subject and / or group of subjects / themes covering competency standards, basic competencies, subject matter / learning, learning activities, competency achievement indicators for assessment, timing, time allocation, and learning resources (Trianto, 2010: 96). While the Learning Implementation Plan (RPP) is a plan that describes the procedures and management of learning to achieve a basic competence set out in the standard content described in the Syllabus (Trianto, 2010: 108).

Some of the reasons behind this research are the importance of textbooks for learners and teachers. Textbooks are guidelines, guides, materials, and evaluation tools that have an important role for students to learn and develop their knowledge and for teachers to direct their students. The second reason, this learning tool develops on the aspect of writing drama script because writing is a language skills that are very important for students. By writing, students can communicate without having to meet directly with the other person.

The development of the Indonesian language textbook is expected to attract and strengthen students' concentration power while learning, creating innovative learning, training, and forming students to dare to question, argue, refute, and others, entice students to be critical in thinking and responding to things, creating a creative

imagination of students to create new things. Based on the above matters, then held a development research entitled "Development of Textbook Writing Short story oriented to the Formation of Student Creativity Class VIII Junior High School".

**RESEARCH METHODS**

This research is a development research because it is trying to develop learning materials. In this research use research framework from Borg and Gall (1983: 755) as follows:
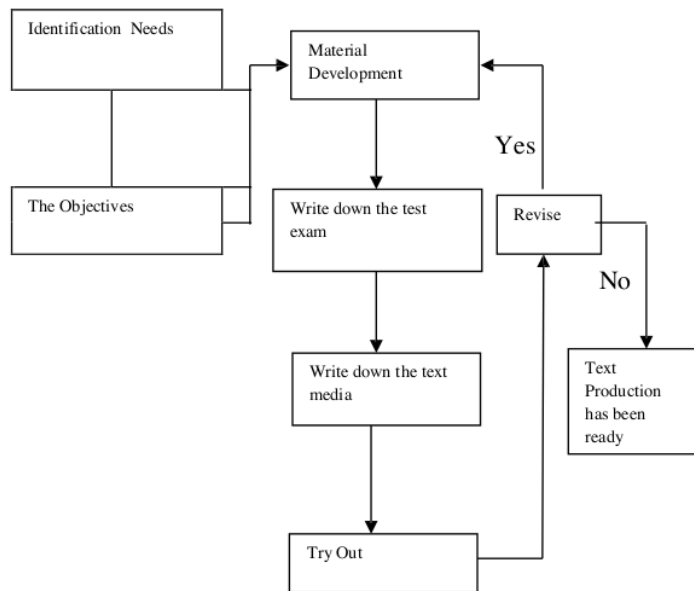


Chart 1
Design model of Borg and Gall Development (1983: 775)

1. Early research and information gathering

   Research and collection of information including literature review, classroom observation or observation, and report preparation.

2. Planning

   Planning, which includes formulating skills, formulating specific objectives to determine the order of materials, and small-scale trials.

3. Development of initial production format

   Development of the initial production format, in this case is the development of the material.

4. Initial test

   Initial trials produce interview, observation and questionnaire data collected and analyzed.

5. Product revisions

   Product revisions, which are worked out based on initial test results. The results of these trials obtained qualitative information about the products developed.

6. Field trials

   These early trials produced quantitative data from the learning outcomes collected and analyzed in accordance with the specific objectives achieved.

7. Product revisions

   Revised product, which is done based on field trial results. The results of field trials are intended to improve the program or product for improvement at a later stage.

8. Field test

   This field test involves the subject of research, accompanied by interviews, observations, and submission of questionnaires and analyzed.

9. Revised final product

   Revised final product, ie revision that is done based on field trial.

10. Dissemination and implementation

    Dissemination and implementation, ie the delivery of development outcomes (processes, procedures, programs, or products) to users and professionals through forum meetings or writing in journals, or in forms or handbooks.Because of the limited time of research, this research does not come to the dissemination and implementation . This study will only result in a final product revision.

**RESULTS AND DISCUSSION**

This development research uses Borg and Gall's theory. This theory consists of ten stages of development, namely the stage of research and initial information collection, planning phase, stage of initial production format development, initial test phase, product revision phase, field test phase, product revision phase, field test phase, product revision phase end, and dissemination and implementation. In this study only until the final product revision stage without including the phase of dissemination and implementation due to limited time research.

In this planning stage, the researcher succeeded in collecting field data obtained from the initial information gathering. The data is the lack of creativity in the case of the ritual, this is evidenced when the teacher asked the students about the types of majas in the literary karyta especially short stories (Devi Eka Ariyanin and Eko Dwiantoro) who do not know it. The results of this paper is the underlying researcher to develop textbook writing short story oriented in the formation of student creativity.

In this planning stage, the researcher also conducted a pretest, which contains questions about short stories and majas.Hasil pretest mentioned that there are 9 students who passed KKM, namely Candra Dyah Ayu Angestiningrum, Then Yanuar, Rhamadhan Wisnu, Lily Endra, Imam Arifin A, Faje'ri Indra Tri Hanggara, Devi Eka Ariyani, Riris Hanitasari, and Candra Dyah. The remaining 21 students scored under the KKM. In addition, in this stage the researchers conducted tests to determine the subject of the study, and the results of class VIIIA got the highest average score of the four classes tested. So the class VIII A used as the subject of research. The results of pretest and determination of research subjects can be seen in the appendix.

Development of the initial production format, in this case is the making of textbooks writing short stories with orientation to the formation of creativity and menilikan textbooks to two validators, the validator learning Indonesian language and graphic design validator.

The result of the assessment of the process of developing textbook writing short stories with orientation on the formation of creativity, validator learning Indonesian language is as follows:

**Table 1.1 Data of Textbook Validation Result Analysis**

| Validator ahli Pembelajaran | Validator Ahli Desain Grafis |
|---|---|
| 83,33 | 75% |

Based on Table 1.1 it is known that the validation score of the development of the initial production format of textbooks writing short stories oriented on the creation of student creativity from two validators, ie Indonesian language learning experts and Graphic Design experts, is considered in good category-very good and worthy of trial because of the percentage ≥ 61 %. Furthermore, to get perfection, it will be revised based on suggestions and comments from each validator, one of which is the composition of the form more varied and not monotonous. Once revised, then the student's book will be tested in the initial test phase.

Initial tests resulted in teacher interviews, observation by observers, and student questionnaires collected and analyzed. Initial trials were trialled on seven seventh grade students.

From some criteria of interviewing, observation, and student questionnaires, proving that this textbook is feasible to be tested, but also there are still many mistakes, for example error in word writing, for it needs to be revised and will be tested again in the testing phase field.

These field trials produce quantitative data from learning outcomes collected and analyzed in accordance with the specific objectives achieved. Field trials were piloted to 10 students of class VIII, which was different from the beginning. Quantitative data obtained by the assessment result of student short story writing. The assessment criteria are based on Burhan Nurgiantoro's theory (2010, 487). The results of the student scores are as follows:

**Table 1.2**

**Results of Students' Values Write a Short Story of Field Trial**

| No. | Name | Score |
|-----|------|-------|
| 1. | Atut Budi Nugroho | 76 |
| 2. | Ade Bhaskara hanafi | 80 |
| 3. | Yunita | 80 |
| 4. | Edi Saputra | 76 |
| 5. | Nasruddin Anshori | 80 |
| 6. | Farida Royani | 84 |
| 7. | Agung Dwi Setiawan | 84 |
| 8. | Danar Ari Kuncoro | 84 |
| 9. | Vindyana Achmad Nasrul Adikrhishna | 80 |
| 10. | Feri Nurita | 84 |
| | Total | 808 |

So it can be concluded that the result of learning in the field of study of Indonesian basic competence to write a short story oriented to the formation of creativity siswadianggap successful well according to likert scale modification descriptions because the average class value lies on the scale interval 61-80.

This field test generated interview data with teachers, observation by observers, and student questionnaire submission. Field trials were piloted to 15 students of class VIII different from the previous trial stage.

The results of interviews with teachers tend to be positive, this is evidenced in the decline of things that are not preferred, ie 2 things that are not liked to be 1 thing that is not preferred from the textbook writing poetry with self-based potential. However, this textbook still needs improvement in terms of sentence errors.

Observations by observers are predominantly positive, but there are some student activities that tend to be negative as they are still noisy in the course of the lesson.

The result of the student's questionnaire submitted that many students give positive views to the textbook of the short stories that are oriented towards the formation of student creativity, as explained by Yunita that this textbook is complete, the words are interesting, easy to understand, the content is interesting to read, with evaluation.

From the results of field tests, textbooks writing short stories oriented on the formation of student creativity still need improvement, before given to students. Thus after the revised book is worthy as a textbook student class VIII.

Based on the results of data analysts in the development process, it can be concluded that textbooks writing short stories oriented on the formation of creativity siswaini feasible to be taught to students of class VIII SMP.

Implementation of textbook writing short stories oriented on the formation of student creativity in the form of student activities at the time of learning to write short stories using textbooks writing short stories oriented on the formation of student creativity. Activities at the time of learning are divided into three, namely observation, interviews with teachers, and student questionnaires. The results of these activities in the observation stage mentioned that the short story writing lesson oriented on the formation of student creativity is successful and the class is very active. Based on the interview data it can be analyzed that the learning of short story writing oriented on the formation of creativity siswaini succeeded because there are some findings that the language used is quite interesting, appropriate color display, and the material in the textbook is very precise and support the competence taught. Based on the student's questionnaire data it can be analyzed that the short story-oriented learning on the formation of student creativity is successful because the majority of students have positive views related to the learning process and textbook writing short stories.

## CONCLUSION

Based on the results of research can be taken conclusion that textbook writing short story oriented on the formation of creativity of students who developed has been feasible and qualified to be used as a textbook writing short story class VIII SMP. This is stated as follows:

The development of textbook writing poetry with self-based potential is in line with the development stage of Borg and Gall. The textbook produced has become a textbook that is suitable for learning to write a short story grade VIII SMP. The stages are as follows:

1) The first stage is the initial research and gathering of information. This stage includes observations or observations of the class that aims to observe how the condition of the class before preparing the textbook. Based on the results of pengamataan, researchers succeeded in collecting preliminary information related to the symptoms that affect the lack of success of students in short story writing lessons, such as students are less bold, creative, and critical in writing news, students assume that learning short stories is easy, and students often move which disrupts learning.

2) Planning stage that includes note problems when students write short stories, determine textbooks, and small-scale test that is pretest.Hasil in this stage of planning is the researchers managed to collect dataawal related to the symptoms that influence the success of students in learning to write short stories, including students less brave, creative, and critical in writing short stories, students assume

that learning short stories is easy, and students are often beraktivitas disrupt learning. Students argue that in the short story learning needs a new textbook so that the students are more eager in following the learning of Indonesian, especially writing short stories.

3) The stage of development of the initial production format, in this case is the making of textbooks writing cerpendengan oriented on the formation of creativity and menyabya textbooks to two validators, the validator learning Indonesian language and graphic design validator. The result of the development stage of the initial production format is the validation score of textbook writing cerpendengan oriented to the formation of creativity of two validators, ie the Indonesian language learning expert and Graphic Design expert, is considered in good category-very good and worthy to be tested because the percentage is ≥ 61%.

4) Initial test phase produces interview data of teachers, observation by observers, and student questionnaires collected and analyzed. Initial trials were trialled on seven seventh grade students. From the results of interviews to teachers it can be concluded that many inputs for improvements in the making of this textbook and will be revised and then will be tested on the evaporation of field trials. From the results of this observation can be concluded that during the learning of the students in conducive circumstances although there are some weaknesses such as students very rarely ask the teacher, therefore the deficiencies will be revised to be tested back in the field trial stage. The results of questionnaires of many students to give a positive response, among others, the book has been proven to be good in use in the learning process because it is easy to understand and learn and this book is good because it can foster student creativity.

5) The revision phase of the product, carried out based on preliminary test results. The results of these trials obtained qualitative information about the products developed. The revised results of this product are improvements to some of the weaknesses of textbooks that have been tested in the early test phase.

6) This initial test phase is tested to 10 students of class VIII. Quantitative data obtained by the assessment result of student short story writing. The assessment criteria are based on Burhan Nurgiantoro's theory (2010, 487). The results of the students' scores are divided into two categories: the percentage of student nil category and the student's average score. The result of the calculation of the percentage of students value states that in the field trial stage on learning to write cerpendengan oriented to the formation of creativity is said to be successful because the student scores are above the KKM is 75. The result of the average calculation of student scores, can be drawn conclusion that the learning result of the field of language study Indonesia basic competence in writing cerpendengan oriented to the formation of creativity of students is considered to work well according to likert scale modification descriptions because the average grade value lies on the interval scale of 61-80.

7) Product revision phase, which is done based on field trial results. The results of field trials are intended to improve the program or product for improvement at a later stage. Weaknesses in the field trial phase seen from the results of short stories written by students.

8) This field test phase produces interview data with the teacher, observation by observer, and delivery of student questionnaire. Data from interview with teacher, observation with observer, and student questionnaire tend to argue into the positive. From the results of field tests, textbooks writing cerpendengan oriented to the formation of creativity still need improvement, before given to students. Thus after the revised book is worthy as a textbook student class VIII.

9) The final product revision stage, ie revisions that are done based on field trials. The weaknesses in the field test phase will be corrected in the final product revision before it is given to the students to enter into the quality, implementation, and effectiveness stages.

Implementation of short story textbook writing oriented on the formation of creativity students is activities of students at the time of learning to write short stories using textbooks writing cerpendengan oriented to the formation of creativity. Activities at the time of learning are divided into three, namely observation, interviews with teachers, and student questionnaires. The results of these activities in the observation stage mentioned that the learning of writing cerpendengan oriented to the formation of creativity of this student is successful and the class is very active. Based on the interview data, it can be analyzed that the learning of writing cerpendengan oriented to the formation of creativity is successful because there are several findings that the language used is quite interesting, the appropriate color display, and the material in the textbook is very precise and support the competence taught. Based on the student's questionnaire data it can be analyzed that the learning of writing cerpendengan oriented to the formation of creativity is successful because the majority of students have positive views related to the learning process and textbook writing short stories.

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