

The Development of Short Story Writing Teaching Materials Using Concept Map Method With Lectora Inspire Media In Grade XI of SMA Negeri 1 Tigapanah, Kabupaten Karo

EbtaYani Br Ginting ^{1*}, Abdurahman Saputera ^{2*}

{ebtayanibrginting @gmail.com}

Indonesian Language Education, Program Pascasarjana, Universitas Negeri Medan^{1,2}

Abstract. This study aims to develop short story writing teaching materials using the concept map method and to find out: (1) How is the process of the developing short story writing teaching materials using the concept map method with lectora inspire mediaa for class XI students of SMA Negeri 1 Tigapanah, (2) How is the feasibility of the developing short story writing teaching materials using the concept map method with lectora inspire media in class XI students of SMA Negeri 1 Tigapanah?, (3) How is the effectiveness of the developing short story writing teaching materials with the concept map method in class XI students of SMA Negeri 1 Tigapanah? This type of research is research and development based on the Plomp research model. The subject of the research trial consisted of learning materials experts, learning design experts, class XI students of SMA Negeri 1 Tigapanah for limited group trials and thirty-six students for field trials. The data collection instrument used a response questionnaire. The results of this study indicate that the overall teaching material for writing short stories using the concept map method developed is effective for use as a learning medium for class XI students of SMA Negeri 1 Tigapanah, KabupatenKaro.The results showed validation from learning material experts (88.32%), learning design experts (95.54%), limited field trials (83.25%), and field trials (84.76%) which overall stated that short story writing teaching materials were using the concept map method. "very good". The results of the effectiveness of teaching materials for writing short stories using the concept map method with lectora inspire media were obtained from the results of research on product effectiveness tests based on pretest and posttest. The results of the pretest of students before using teaching materials for writing short stories with the concept map method with an average of 70% on the "enough" criteria and for students' scores after using teaching materials for writing short stories with the concept map method is 89.17% on the "very good" criteria, it can be concluded that student learning outcomes using teaching materials to write short stories using the concept map method with lectora inspire media can improve student learning outcomes.

Keywords: teaching materials, short story writing, concept map method, lectora inspire

1. Introduction

Learning Indonesian at school includes two things, namely, language learning and literature. The implementation of the 2013 Revised 2017 curriculum is a text-based curriculum that places a lot of emphasis on students' writing activities. Writing activities emphasize the activity of assembling the flow of thinking based on experience and observations. In addition, writing

activities are a creative thinking process that requires students to be able to organize ideas and ideas into a series of creative and informative sentences. Through text-based learning, students are expected to be able to produce writings in various types of texts, including literary texts, namely short stories.

Referring to the regulation of the Minister of Education number 42 of 2018 regarding the national policy on language and literature, it states that literary education is carried out through mentoring in teaching literature, providing facilities and creating a conducive atmosphere in literature. Literature development aims to increase interest, love, desire to create and grow the nation's competitiveness. Literature is able to express the author's personality in the expression of his beliefs, experiences, feelings, and even his passion [2].

Like language learning, literary learning also includes four things, namely, speaking, reading, listening, and writing skills. These four skills have a relationship between one another so that when doing writing activities other skills will be integrated [6]. One of the writing skills in literature is writing short stories. Short stories have a role in increasing students' understanding and basically learning to write short stories is very relevant to life, so learning to write short stories occupies an important position in learning and life. If the short story writing activity is carried out properly, this will certainly have a positive impact on students in addressing problems related to their experiences and observations. Short stories can evoke thoughts in a person in response to reading results and relate them to relevant life activities.

Writing skills are not acquired automatically, but are the result of a continuous process of practice and practice. This practice and practice demands the role of educators. Teaching writing, especially writing short stories in schools, has not been carried out properly as expected in curriculum achievements. The results of interviews with Indonesian language teachers at SMA Negeri 1 Tigapanah, it was found that learning to write short stories was not optimal, especially during a pandemic where the learning system was online (online). Learning to write at school, including writing short stories, is carried out with assignment techniques (note assignments and writing exercises through the WA group or google classroom). The condition of learning in the network using the Indonesian Ministry of Education and Culture's teaching materials without any additional references is also an obstacle. Most of the books in the library are also textbooks/package books so that there are very few guidelines and references for writing activities. The learning process that is still changing from offline or face-to-face learning in class to online or online learning makes it difficult for teachers to prepare the material optimally. Independent teaching materials that can guide and assist students in distance learning independently have not been found in this school.

Meanwhile, from conversations with several students, the writer found that they had difficulty with the material presented by the teacher through material summaries and slides/power points. Meanwhile, if a meeting is held via the Zoom or Google Meet application, they are often constrained by the internet network. Another obstacle for students is their confusion when they start writing activities. Students have difficulty choosing a theme, pouring and developing ideas into appropriate sentences. They find it very difficult to choose words, use spelling, and use sentences effectively.

This phenomenon explains that the short story writing learning system in schools needs to be improved, teaching materials are needed that are able to stimulate students to be ready to accept learning independently, make it easier for teachers to carry out learning, and provide a strong understanding of short story writing techniques.

The description of the obstacles in learning to write in the explanation above directs the author to plan the development of teaching materials that aim to facilitate teachers and students in teaching and learning activities to write short stories. The development of these teaching materials can be used online or offline. The development in question is in the form of a digital module developed using the mind mapping method or concept map.

Concept map is a comprehensive and directed thinking activity. Thinking activities on concept maps involve divergent thinking skills which involve maturity, weighing up to organizing ideas into a discourse. Mind mapping, which is often also referred to as a concept, really helps a person in compiling and organizing important information in the mind, making it easier for someone to find the information when needed, [6]. With the application of the concept map learning method in learning to write short stories, it will greatly assist students in organizing ideas and story directions before they are assembled into a short story. The use of the concept map method in the development of teaching materials is a method that seeks to guide students to form mind maps which will later assist students in compiling an article. The existence of a mind map will help students to keep every idea that will be developed while students make effective word selection and sentence arrangement. One example of application in the development of this module is producing short stories.

The application of the concept map learning method is not something new in the world of education, including in writing learning. Several studies related to the application of the concept map learning method have also been carried out and show positive results. [8] Research conducted on the effectiveness of the use of mind mapping in the training for the development of mastery of learning materials shows that 36.7% of students' learning outcomes are very good, 43.3% are good, and 20% are quite. The use of mind mapping learning methods compiled by e-learning in short story writing activities is able to increase the average grade value even though there are some students who have not passed the minimum score limit or KKM [1]. Furthermore, the results of research [9] found that the use of concept maps had increased students' ability to write short stories with the theme of local wisdom, but there were still 10-30% of students who had not finished.

Aryuni (2015: 7), The concept map method with its development steps is very necessary in order to increase students' passion and enthusiasm for learning, especially in writing activities. This development is carried out to maximize the achievement of learning to write short stories by students.

Nowadays, the use of teaching materials is increasingly diverse and innovating, including those using media, applications or what is commonly referred to as e-learning. E-learning is considered capable of increasing understanding of knowledge and increasing student interest in learning. In addition, e-learning provides interactive learning options that can be combined using millennial technology. Learning becomes more effective, easy, and fun for students. Students can access learning materials and even additional information via the network. (Susilo & Suhardi, 2018).

effective interactive learning that can be utilized by educators in helping their students is by using Lectora Inspire. Lectora Inspire is software in the computer world that can be used in developing learning. The use of this tool is quite easy/simple and does not require an understanding of complex programming languages. This device allows teachers to compose interesting learning materials, either in the form of videos or images and animations related to

the subject matter. In addition, learning designs using applications can be used online or offline so that they do not hinder students in using them.

Based on the description on this background , the writer is interested in innovating teaching materials through digital modules with the topic "Development of Short Story Writing Teaching Materials with the Lectora Inspire Media-Assisted Concept Map Method in Class XI SMA Negeri 1 Tigapanah"

2. Method

The location that will be used in this study is class XI SMA Negeri 1 Tigapanah, Karo Regency with the research time being in the even semester of the 2021/2022 academic year . The high school is a public school located on Tigapanah Street, Number 1, Tigapanah, Karo Regency. The research subjects were students of class XI SMA Negeri 1 Tigapanah, Karo Regency.

The initial first stage is conducting an initial investigation phase, namely carrying out a needs analysis at SMA Negeri 1 Tigapanah, Karo Regency by distributing questionnaires to 3 teachers and 35 students of class XI SMA Negeri 1 Tigapanah in May 2022.

teaching material uses the Plomp model (1997) because it is considered more flexible and flexible than other models. There are five (5) phases of the research using the Plomp model , namely, the preliminary investigation phase, the design phase, the realization/construction phase (realization/construction), and the test, evaluation and revision phase (test, evaluation). , and revision) and implementation (implimentation).

Research and development model is a research method that produces a product, and tests the effectiveness of the product. The development procedure that must be carried out to produce short story writing teaching materials using the concept map method in class XI SMA Negeri 1 Tigapanah, Karo Regency using the Plomp development model. The development procedure taken to produce teaching material products will be divided into five stages, namely: (1) Initial investigation stage. The activities carried out in the preliminary study are: Conducting a theoretical study of learning with the concept map method assisted by the media Lectora inspire and learning to write short stories and discover related research results. Conducting pre-field surveys. This is intended to obtain an initial description of the conditions of learning to write short stories carried out by teachers and students at the school. The conditions referred to are the learning methods used, the design and learning materials that are prepared, the availability of existing facilities, and the teaching and learning process that takes place between teachers and students .. (2) Design phase, At this stage will be carried out: Designing problem solving (solution) starting from the problem definition from the initial investigation phase, compiling product/module designs which include; Competency Standards, Basic Competencies, Materials, Learning Objectives, Methods, Strategies, Media, and Evaluation tools. Planning field trials which include; form of activity, place of activity and time. Product validation and material validation and discussing the results with the supervisor to get improvements to the initial draft before being tested. This phase aims to prepare teaching materials/modules as a result of research development. The learning stages arranged in modules using the concept map method based on Sugiarto's opinion in Purwodo (2012: 18) are described as follows: Delivering competency standards, Presentation of material, Directing students to prepare tools the necessary tools and materials (paper, colored markers, pencils, erasers, and rulers), Provide an explanation of the use of concept maps, Distribute material with the concept map method assisted by the Lectora inspire media, Reflect and evaluate. (3) Phase of

Realization/Construction (Ralization/Construction) At this stage the design or initial draft that is arranged is then realized for problem solving. This phase will produce the basic form of the product according to the design in the design phase .. (4) The Test, Evaluation and Revision Phase (test, evaluation and revision) is conducting tests and evaluations of the products that have been compiled. The product will be tested in practice for further evaluation to collect and analyze information systematically so that the realization value of the solution is obtained. In addition, in this phase validation is also carried out to material experts and design experts. The results of the practice analysis and validation from the two experts will then be used as a reference for making revisions. (5) Implementation Phase namely the phase where the product will be applied in a broad scope of education .

Data analysis in the preliminary study is descriptive qualitative or explanations with a logical narrative of the data and explanations for the validation data will be described in a quantitative descriptive manner . Questionnaire data collected from learning materials experts, learning design experts, and students were analyzed descriptively using a Likert scale using the formula proposed by Sudjono (2009:43) as follows ::

$$x = \frac{f}{N} \times 100 \quad (1)$$

Description ,

X : percentage number

f : the frequency to be searched for the percentage

N : Number of case (number of frequencies)

With the criteria for the percentage score of the assessment according to [4] as shown in table 1 . following :

Table 1. Criteria Score Range Percentage Assessment

No	Criteria	Score Range
1	Very Good (SB)	75%≤X≤100%
2	Good (B)	55%≤X≤75%
3	Not Good (KB)	40%≤X≤55%
4	Not Good (TB)	X≤40%

Data or scores from the assessment results from learning material experts and learning design experts are then used as the basis for determining the criteria for assessing the feasibility of developing the model. The score of the assessment results from the experts is then converted into a value to obtain the eligibility criteria.

Table 2. Eligibility Assessment Criteria

Criteria	Formula
Very good	$X > X_i^- + 1,5 \times SB_i$
Well	$X_i^- + 0,5 \times SB_i < X < X_i^- + 1,5 \times SB_i$
Enough	$X_i^- - 0,5 \times SB_i < X < X_i^- + 0,5 \times SB_i$
Not enough	$X_i^- - 1,5 \times SB_i < X < X_i^- - 0,5 \times SB_i$
Not good	$X > X_i^- - 0,5 \times SB_i$

3. Results And Discussion

3.1 Product Feasibility Test Research Results

Based on the results of the validation carried out, the short story writing teaching materials using were declared suitable for use as learning media. The results of the questionnaire that has been submitted to the material expert gave a response of 88.32 % that the teaching material for writing short stories using the concept map method is feasible because it contains material and delivery criteria that meet the requirements for delivering messages to students. Learning design experts gave a response of 95.54 % that teaching materials for writing short stories with the concept map method can be used because they have been designed in such a way and meet learning design standards. The results of the limited field trial gave a response of 83.25 % that teaching materials for writing short stories using the concept map method were feasible to use. The results of the small field trial gave a response of 84.76% that teaching materials for writing short stories using the concept map method worth using. The results of the field trial gave a response of 84.76 % that the teaching materials for writing short stories using the concept map method were suitable for use in learning.

Based on the results of validation and testing, teaching materials for writing short stories with the concept map method are very suitable for use in the learning process of writing short stories. Thus, the media is very suitable to be used in the learning process to write short stories to support the effectiveness of the learning process.

3.2 Discussion of Product Effectiveness Test Results

Test the effectiveness of learning products, namely teaching materials for writing short stories with the concept map method by comparing the average test results of students who study with learning products that have been developed with the average value of tests of student learning outcomes who learn by using the module.

Based on the results of the data analysis, the effectiveness of the product after using teaching materials for writing short stories with the concept map method assisted by the media Lectora inspire is 89.17%. While the learning outcomes before using teaching materials to write short stories with the concept map method assisted by the media Lectora inspire is 70%. This proves that the use of short story writing teaching materials with the concept map method is more feasible and effective in improving students' competence and knowledge than before using short story writing teaching materials with the concept map method because the short story writing teaching materials with the concept map method are arranged based on competence and learning objectives and access to these teaching materials is obtained within the scope of the school. This is also in line with the findings of previous research conducted by [8] and also research conducted by Subakti [9] which showed the effectiveness of the concept map method in short story writing learning materials.

4. Conclusion

Based on the formulation of the problem, objectives, as well as the results and discussion of research on the development of short story writing teaching materials using the concept map method that has been described previously, the following conclusions can be drawn: The process of developing short story writing teaching materials using the concept map method assisted by Lectora inspire media in class XI SMA Negeri 1 Tigapanah, Karo Regency as a whole, from the aspect of the assessment given by the product design reviewer, the development of teaching materials for writing short stories using the concept map method was very good. The product of short story writing teaching materials using the concept map method with the help of Lectora inspire media which was developed for class XI students of SMA Negeri 1 Tigapanah has met the requirements and is suitable for use as teaching materials. This is concluded based on the results of assessments from learning material experts (88.32%), learning design experts (95.54%), limited field trials (83.25%), and field trials (84.76%) which overall stated that short story writing teaching materials were “very good” concept map. The use of short story writing teaching materials with the concept map method assisted by the Lectora inspire media that was developed is considered effective in improving student learning outcomes. This can be seen from the learning outcomes of students who were taught after using short story writing teaching materials with the concept map method assisted by the Lectora Inspire media, which was higher than the learning outcomes of students who were taught before using short story writing teaching materials with the concept map method assisted by the Lectora Inspire media. Based on the results of the pretest assessment with an average value of 70% while the posttest with an average value of 89.17%.

References

- [1] Afriani, Siti & Khabib Sholeh. Mind Mapping Techniques as an Effort to Improve Short Story Writing Skills in High School Students. Muhammadiyah University of Purworejo. Thesis (unpublished).
- [2] Ambarita, Binary & Atika Wasilah. 2018. Introduction to Literature. Bandung: Alfabeta.
- [3] Ansari, Khairil et al. 2022. Development of Lectora Inspire Learning Media on Short Stories with Ecology Content for Class XI Students of SMA Negeri 1 Percut Sei Tuan. Journal of Postgraduate Education, State University of Medan.
- [4] Arikunto, Suharsimi. 2006. Research Procedures A Practical Approach. Jakarta: Earth Literacy.
- [5] Buzan, Tony. 2009. Mind Map Smart Book. Jakarta: Pt Gramedia Pustaka Utama.
- [6] Hutagalung, Surya Masniari. 2016. Application of Peer Tutor Techniques to Improve the Ability of Fifth Semester Students of the German Language Education Study Program, Medan State University. Journal of Education, Faculty of Language and Arts, State University of Medan.
- [7] Karim, Abdul. 2017. The Effectiveness of the Use of the Mind Map Method in the Learning Material Mastery Development Training. E. IJTIMAYA Journal. Vol.1.No.1. July-December 2017.
- [8] Simanungkalit, Erlinda & Masta M. Sembiring. 2017. Application of the concept map learning model (mind mapping) on the ability to write character-based short stories for children by students majoring in PGSD Dik Eks H 2017. E-Journal. National Seminar on Basic Education, State University of Medan. 2019
- [9] Subakti, Hani & Eka Selvi Handayani. 2020. Development of Writing Local Wisdom Short Stories Using Mind Mapping Models for Samarinda City Elementary School Students. E-Journal. Journal of Science Serambi. Vol. 21.Number 2. September 2020