

Level of Validity towards the Development of Short Story Writing Teaching Materials for Class XI SMK in Banyumas Regency

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Abstract. Validity is the level of measurement in a determination of the feasibility of an object being tested. The validity value comes from the validation process carried out between parties and other parties who are considered to have expertise and expertise in certain fields. This study aims to describe the validation value of a development of teaching materials for writing short stories based on a process approach with a student learning style intended for class XI SMK students in Banyumas. The development of teaching materials for writing short stories is based on a needs survey conducted on 13 schools in Banyumas Regency. This research uses research methods of the development research (R&D) type. Data acquisition using questionnaire filling techniques. After the completion of the development of teaching materials for writing this short story, a validation process is carried out to determine the extent of the feasibility of the resulting product. The results of this study will explain the process and value of validation carried out with three experts who are used as validators in the study. The acquisition of values carried out by expert validators 1 and 2 with an average score of 97.9 and assessments carried out by practitioner validators with an average number of values of 96.8. The validation results will later be used as a benchmark for the feasibility of a teaching material for writing short stories made.

Keywords: level of validity, development of teaching materials for writing short stories, validation values

1 Introduction

Learning Indonesian is one of the many compulsory subjects contained in the educational curriculum in Indonesia. In Indonesian learning, students in all levels of education in Indonesia are given learning materials in the form of theory and practice in the form of the use of language skills and deepening Indonesian as a national language.

In the context of linguistics and language science in practice, human beings have four types of skills in language. The four types of language skills include listening skills, reading skills speaking skills, and writing skills [4]. From the womb to growth and development as a human being, the first component that goes through is listening. Then spoke from the process of listening to it. Until then reading and lastly is writing skills [5]. Writing is defined as the process of expressing thoughts and flowing feelings through a symbol (writing). Writing can also be categorized as the result of a

person's thoughts or expressions conveyed by pouring them into a combination of language symbols [8]. Kusumaningrum argues that writing can be considered as the peak ability or skill of human beings in language, because writing is a form of linguistic activity that plays an important role in the dynamics of human civilization [7]. This opinion is in line with Tarigan's opinion which states that language skills can be obtained by practicing and increasing practice. [13].

Skinner posits that there are three aspects that support a person to be skilled in language, those aspects include frequency, imitation, and reinforcement. [1] Budiyo made this opinion clear that in language learning, frequency factor can also be interpreted as 'quantity of repetition' in practicing language skills [1].

In language learning, students are maximized to processes in the form of the application of language in everyday life, in addition to also studying modeling texts in the form of texts encountered in everyday life such as news texts, bigrafik texts, and also description texts, as well as many other texts. Meanwhile, in literary learning, explaining as a reflection in understanding social problems. From these literary works, students can better understand the use of language in terms of aesthetics and also the creativity of language use [10].

The importance of literary learning lies in the literary work itself. In addition to showing creativity and expression in language, literary works are also a conveyer or media that is able to bring good moral, social, spiritual values that can be useful for students [11]. This opinion is in line with what Wibowo expressed that the mission or purpose of literature is to reveal the expression of the soul, nuances of life, aesthetics or beauty, which is awakened in literature [14].

From language learning and literature learning, writing is a form of implementation of ideas and also thoughts produced by students through the process of digestion of their knowledge. As one of the complex language skills, writing skills need to be taught diligently and purposefully. The surprising thing is, there are still many teachers who are inconsistent in reading literary works (in the sense that teachers do not teach students to read and understand reading literary works for students), furthermore, there are still many teachers who lack competence in writing literary works. This is an irony, the teacher who is supposed to be a patron or role model in learning literature becomes invisible. As a result, students become uninterested in enjoying the field of literature in Indonesian learning, which then causes literary learning to seem to be a stepchild in Indonesian learning.

One of the lessons of literature in the subject of Indonesian that also experienced the treatment of 'stepchildren' was the learning of short stories. According to the revised edition of the 2013 curriculum at the high school level and equivalent, this short story learning material is contained in the subject of Indonesian class XI odd semester. The problem of learning short stories is the same as the problems faced by other literary learning, namely the low skill of students in writing their literary works.

Based on observations and interviews conducted on teachers of subjects Indonesian SMK Miftahul Huda Rawalo, students tend to dislike and love literature so that their interest in writing literary works is low, especially in these few semesters experiencing obstacles to the learning process due to the Covid-19 pandemic. A similar situation was also encountered in class XI students at SMK Pesantren Al Kautsar Purwokerto, the school which is a merger of pesantren and conventional schools has the same problems as those encountered at SMK Miftahul Huda Rawalo. The condition of students at SMK Pesantren Al Kautsar Purwokerto is also required to follow learnings that discuss religion, because students are challenged to focus on learning at school and also learning at islamic boarding schools.

The factors that cause the low skill of writing short stories do not rule out the possibility that the ability to learn to write short stories for class XI smk students can be improved to be even better. This can be pursued by providing learning to write literary works in an appropriate and fun way,

such as by providing appropriate and effective modules or teaching materials to improve and improve student learning in terms of writing literary works.

Judging from this case, the researcher made a form of 'prototype' of developing teaching materials for writing short stories based on a process approach with student learning styles. As mentioned in the previous paragraph, that one of the competencies that must be mastered by students in Indonesian lesson at SMK class XI semester 1 is to master short story material and be able to write short stories. Therefore, this research is focused on developing students' writing skills by applying innovative teaching material products that can support learning to write short stories.

The importance of this process approach is carried out because of the constraint factors experienced in learning to write short stories in schools, so that the teaching materials developed are an alternative that can be used in learning to write short stories. The teaching materials developed are also contained in it containing stages of the process that are in accordance with the student's learning style to later get guidance or direction from the teacher in order to learn techniques and processes in writing short stories.

Furthermore, learning style can be interpreted as a way of learning that is influenced by several important factors, including: physical factors; emotional; sociological; and environmental factors. A person is easier to learn and communicate in his own way and style, because basically learning style is key in developing performance, whether in a job, learning, or also in interpersonal situations [9]. This opinion is in line with what Chatib put forward that learning style is the most sensitive response in a person's thought system to receive information from the informing party [2].

The existence of teaching materials that are adapted to the student's learning style is expected to accommodate students' learning styles in learning to write short stories, so that if students learn according to their respective learning styles, the researcher's assumptions, can increase motivation, enthusiasm, and also interest in learning. The good result of this student's increasing interest in learning is their ability in terms of writing short stories.

After becoming a material or product that is ready to be used to add to student supplements in writing short stories, the teaching material developed needs to carry out validity or measurement test stages to find out the level or value of its effectiveness so that it can be used as a textbook which will later be used as a textbook for short story writing material in Indonesian subjects in class XI.

Based on the problems that have been described above, a textbook has been created that is intended to help teachers or teachers in learning to write short stories. However, it is also necessary to know the extent of the quality in the form of validation values obtained when validating with expert experts who are in accordance with their fields. In this study, the article will discuss how the level of validity or feasibility of validation values obtained from teaching materials developed to provide the function or purpose of describing the quality of the developed teaching material products.

2 Research Method

This research uses research methods of the development research (R&D) type. The application carried out in this research method is based on the adaptation of development procedures used in an effort to produce a certain product by testing the effectiveness of the use of the product developed [12]. Development research is a research process that aims to compile and develop from products that can be tested and accounted for [3].

This research uses six stages in development, namely: (1) analysis of potential and predetermined problems, (2) collection of research data, (3) creation of designs and products, (4) validation of products that have been made, (5) revisions of products that have been made, and (6) testing of

products. The instrument used in the study is in the form of data or research table which is used as an assessment or measurement guideline which is the basis for calculating the validation value given by the validator.

The results of the expert and teacher assessments then become a consideration for making improvements to the learning materials for writing short stories developed. In validating, the standard for giving predicates on the number of scores that will later be given by this validator uses the predicate of research according to what is described as follows [6].

Table 1. Assessment Predicate Guidelines

Predicate	Value
Excellent	80—100
Good	70—79
Sufficient	60—69
Less	< 60

In the validation column passed in the questionnaire used, there is a scoring with calculation values ranging from 1, 2, 3, and 4. On the calculation of the score, 1 = less, 2 = sufficient, 3 = good, and 4 = excellent.

Excellent		Not good enough	
4✓	3	2	1

Then to calculate the average value on the validation result score, the researcher uses the following formula:

$$\frac{E}{T} \frac{S}{S} \times 100$$

For example, in obtaining six indicator scores in the results of the validation carried out, in indicators one to five got a score of 4, while in indicator six got a score of 3, then the calculation is as follows,

$$\frac{23}{24} \times 100 = 95,8$$

Therefore, the calculation of the validation gain above has an average value of 95.8. From these calculations, it is known that the value obtained is in the category of excellent.

3 Result and Analysis

After compiling a prototype of teaching materials for writing short stories based on a process approach with student learning styles for class XI SMK, the next step taken by the researcher is to validate the teaching materials made. Prototype validation of the teaching materials includes aspects of material presentation, content (material), language, and graphics or the appearance of the teaching materials made. In this case, it will explain several aspects of the discussion, namely (1) the results of the prototype validation test by expert validators (experts related to teaching materials), (2) the results of prototype tests by practitioners (teachers or teachers of Indonesian subjects), and (3) the advantages and disadvantages of the teaching material products made.

The testing phase of the prototype of teaching materials for writing short stories based on a process approach with student learning styles created and developed in this study involved two expert experts. The first expert involved was Dr. H. Kuntoro, M.Hum, who is a lecturer and expert in

teaching materials and learning from the Postgraduate Program in Indonesian Language and Literature Education, University of Muhammadiyah Purwokerto.

The second expert who was involved in testing prototypes of teaching materials to write short stories based on a process approach with student learning styles was Dr. Heru Kurniawan, S.Pd., M.A. who is a lecturer at the State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto. In addition to being a lecturer and expert in learning, the expert lecturer is also the founder of Rumah Kreatif Wadas Kelir which is engaged in education and learning. From the two expert lecturers, the teaching materials for writing short stories that are made and developed will be validated based on the content of the material (content) and also the presentation of the media, starting from the aspects of content, presentation, language and readability, and also graphics or displays of teaching materials. The results of the validation assessment from experts and practitioners (teaching teachers) will be presented in the Table and description as follows.

3.1. Prototype Validation Test Results by Experts

a. Validation Test Results by Expert I

In carrying out the validation stages of testing prototypes of teaching materials for writing short stories based on a process approach with student learning styles with expert lecturers I, validation requires one time or 1 stage, this can happen because the teaching materials that are obtained are considered to be quite feasible and meet aspects of teaching materials. The validation test, which was carried out involving expert lecturers I, was presented as follows.

1) Validation of Aspects of Material Presentation

This aspect of material presentation has two indicators contained in it, namely (1) the suitability of the order in the presentation of the material and (2) the suitability of the material presentation technique with the understanding of students. An overview of the assessment from expert lecturers regarding the presentation of material in teaching materials for writing short stories, can be seen in the following table.

Table 2. Results of Expert Assessment of Aspects of Material Presentation

Indicator	Score				Value
	1	2	3	4	
1. Conformity of the order of presentation of the material				✓	4
2. Conformity of presentation techniques with students' understanding				✓	4
Average					100

From the table, it can be seen that in the aspect of presentation there are two indicators that are the focus of the assessment. The first assessment, is the suitability of the order in which the material is presented. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of conformity of the order of presentation of the material falls into the category of excellent.

The second assessment is the conformity of the presentation teknik with the student's understanding. The score obtained is 4. The value obtained from testing prototypes of teaching materials for writing short stories based on a process approach with student learning styles in indicators of the suitability of presentation techniques with student understanding falls into the category of excellent.

Based on these two scores, it can be analyzed that in the assessment of aspects of presenting teaching materials, writing short stories based on a process approach with a student learning style has an average of 100. From the results of the expert assessment, it can be concluded that the aspect of presenting the material in the teaching materials is included in the category of excellent.

2) Content Validation (Material)

In the validation of this content (material) there are six indicators that are the focus in submitting an assessment by expert validators. The six indicators include (1) the suitability of the title to the topic of discussion, (2) the completeness of the material, (3) the effectiveness of the examples, (4) the effectiveness of the practice of writing short stories, (5) the suitability of the competency test, and (6) the suitability of students' understanding with enrichment questions. To get an idea of the assessment of content or material from teaching materials for writing short stories by expert validators, you can see from the following table.

Table 3. Results of Expert Assessment of Aspects of Content (Material)

Indicator	Score				Value
	1	2	3	4	
1. The suitability of the title with the topic of discussion				✓	4
2. Completeness of the material				✓	4
3. Effectiveness of short story examples					
4. Effectiveness of the practice of writing short stories			✓		3
5. Conformity of competency test with the material presented				✓	4
6. Conformity of students' understanding with enrichment questions				✓	4
Average					95,8

From the table above, it can be seen that in the aspect of content or material, there are six indicators that are the focus of the assessment. The first assessment, is the suitability of the title to the topic of discussion. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of the suitability of the title with the topic of discussion falls into the category of excellent. The second assessment, is the completeness of the material. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of material completeness falls into the category of excellent. The third assessment, is the effectiveness of examples of short stories. The score obtained is 3. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in indicators of the effectiveness of short story examples falls into the good category. The fourth assessment is the effectiveness of the practice of writing short stories. The score obtained is 4. The value obtained from testing prototypes of teaching materials for writing short stories based on a process approach with student learning styles in indicators of the effectiveness of short story writing practices falls into the category of excellent. The fifth assessment is the suitability of the competency test with the material presented. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of the suitability of the competency test with the material presented is included in the category of excellent. The sixth assessment is the conformity of students' understanding with enrichment questions. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in indicators of the suitability of students' understanding with enrichment questions falls into the category of excellent.

Based on these six scores, it can be analyzed that in the assessment of aspects of content or material in teaching materials for writing short stories based on a process approach with student learning

styles have an average of 95.8. From the results of the expert's assessment, it can be concluded that aspects of the content or material in the teaching materials are included in the excellent category.

3) Aspects of Language and Readability

In this aspect of language and readability, there are five indicators that are the focus in submitting an assessment by expert validators, namely (1) the language contained in the title, (2) the selection of vocabulary in teaching materials, (3) the use of spelling in teaching materials, (4) the suitability of language use to students' cognitive development, and (5) the suitability of questions and explanations in teaching materials with the level of understanding of students. To get an idea of the assessment of linguistic and legible aspects of teaching materials for writing short stories by expert validators, you can see from the following Ttable.

Table 4. Results of Expert Assessment of Language and Readability Aspects

Indicator	Score				Value
	1	2	3	4	
1. The language contained in the title				✓	4
2. Selection of vocabulary in teaching materials				✓	4
3. The use of spelling in teaching materials				✓	4
4. The appropriateness of the use of language to the cognitive development of students				✓	4
5. The suitability of the questions and explanations in the teaching materials with the level of understanding of the students				✓	4
Average					100

From the table above, it can be seen that in terms of language and readability, there are five indicators that are the focus of assessment. The first assessment, is the linguistics contained in the title. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the linguistic indicators contained in the title falls into the category of excellent. The second assessment is the selection of vocabulary in teaching materials. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of vocabulary selection in teaching materials falls into the category of excellent. The third assessment is the use of spelling in teaching materials. The score obtained is 4. The value obtained from testing the prototype of teaching materials writes short stories based on a process approach with student learning styles in the indicator of the use of spelling which in teaching materials falls into the category of excellent. The fourth assessment is the suitability of the use of language to the cognitive development of students. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of the suitability of language use to student cognitive development falls into the category of excellent. The fifth assessment is the suitability of the questions and explanations in the teaching materials with the level of understanding of the students. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in indicators of the suitability of questions and explanations in teaching materials with the level of understanding of students fall into the category of very good.

Based on these six values, it can be analyzed that in the assessment of language and readability aspects in teaching materials, writing short stories based on a process approach with student learning styles has an average of 100. From the results of the expert's assessment, it can be concluded that the linguistic and legible aspects in teaching materials are included in the excellent category.

4) Graphic Aspects

In this graphic or display aspect, there are nine indicators, namely (1) the attractiveness of the title of teaching materials, (2) the creativity of the title of teaching materials, (3) the harmony of colors, sizes, illustrations, and layout of illustrations on the cover of teaching materials, (4) the suitability of illustrations with the topic of the material in teaching materials, (5) color composition in teaching materials, (6) selection of typefaces (fonts) and sizes in teaching materials, (7) the size of the teaching materials, and (8) the thickness of the teaching materials. To get an idea of the assessment of graphic aspects or the appearance of teaching materials for writing short stories by expert validators, it can be seen from the following table.

Table 5. Results of Expert Assessment of Graphic or Display Aspects

Indicator	Score				Value
	1	2	3	4	
1. The title of teaching materials				✓	4
2. Creativity of teaching material titles				✓	4
3. Harmony of colors, sizes, illustrations, and layout of illustrations in the cover of teaching materials				✓	4
4. The suitability of the illustration with the topic of the material in the teaching materials				✓	4
5. Color composition in teaching materials				✓	4
6. Selection of typeface (font) and font size in teaching materials			✓		3
7. Size of teaching materials				✓	4
8. Thickness of teaching materials			✓		3
Average					93,7

From the table above, it can be seen that in the aspect of graphs or displays there are eight indicators that are the focus of assessment. The first assessment is the interest of the title of the teaching material. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of the title of teaching materials is included in the excellent category. The second assessment is the creativity of the title of teaching materials. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the creativity indicator of the title of teaching materials is included in the excellent category. The third assessment is the harmony of colors, sizes, illustrations, and layout of illustrations in the cover of teaching materials. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicators of color harmony, size, illustrations, and layout of illustrations in the cover of teaching materials is included in the excellent category. The fourth assessment is the suitability of the illustration with the topic of the material in the teaching material. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of the suitability of illustrations with the topic of the material in the teaching materials falls into the category of excellent. The fifth assessment is the composition of colors in teaching materials. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with students' learning styles in the indicator of color composition in teaching materials is included in the category of excellent. The sixth assessment is the selection of fonts and sizes in teaching materials. The score obtained is 3. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicators of choosing a typeface (font) and size in teaching materials fall into the good category. The seventh assessment, is a measure of teaching materials. The score obtained is 4. The value obtained from testing the prototype of teaching materials for

writing short stories based on a process approach with student learning styles in the indicator of the size of teaching materials is included in the excellent category. The eighth assessment, is the thickness of the teaching materials. The score obtained is 3. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the thickness indicator of teaching materials is included in the good category.

Based on these eight values, it can be analyzed that in the assessment of graphic aspects or displays in teaching materials, writing short stories based on a process approach with student learning styles has an average of 93.7. From the results of the expert's assessment, it can be concluded that the graphic or display aspects in teaching materials are included in the excellent category.

b. Validation Test Results by Expert II

In carrying out the validation stages of testing prototypes of teaching materials for writing short stories based on a process approach with student learning styles with expert lecturers II, validation requires one time or 1 stage, this can happen because the teaching materials that are developed are considered to be quite feasible and meet the aspects of teaching materials. The validation test, which was carried out involving expert lecturers II, was presented as follows.

1) Validation of Aspects of Material Presentation

This aspect of material presentation has two (2) indicators contained in it, namely (1) the suitability of the order in the presentation of the material and (2) the suitability of the material presentation technique with the understanding of students. An overview of the assessment from expert lecturers regarding the presentation of material in teaching materials for writing short stories, can be seen in the following table.

Table 6. Results of Expert Assessment of Aspects of Material Presentation

Indicator	Score				Value
	1	2	3	4	
1. Conformity of the order in which the material is presented				✓	4
2. Conformity of presentation techniques with students' understanding				✓	4
Average					100

From the table above, it can be seen that in the presentation aspect there are two indicators that are the focus of the assessment. The first assessment, is the suitability of the order in which the material is presented. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with the student's learning style in the indicator of conformity in the order of presentation of the material falls into the category of excellent.

The second assessment is the conformity of the presentation teknik with the student's understanding. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of the suitability of presentation techniques with student understanding falls into the category of excellent.

Based on these two values, it can be analyzed that in assessing aspects of the presentation of teaching materials for writing short stories based on a process approach with student learning styles has an average of 100. From the results of the expert assessment, it can be concluded that the aspect of presenting the material in the teaching materials is included in the category of excellent.

2) Content Validation (Material)

In the validation of this content (material) there are six indicators that are the focus in submitting an assessment by expert validators. The six indicators include (1) the suitability of the title to the topic of discussion, (2) the completeness of the material, (3) the effectiveness of the examples, (4) the effectiveness of the practice of writing short stories, (5) the suitability of the competency test, and (6) the suitability of students' understanding with enrichment questions. To get an idea of the assessment of content or material from teaching materials for writing short stories by expert validators, you can see from the following table.

Table 7. Results of Expert Assessment of Aspects of Content (Material)

Indicator	Score				Value
	1	2	3	4	
1. The suitability of the title with the topic of discussion				✓	4
2. Completeness of the material				✓	4
3. Effectiveness of short story examples				✓	4
4. Effectiveness of the practice of writing short stories				✓	4
5. Conformity of competency test with the material presented				✓	4
6. Conformity of students' understanding with enrichment questions				✓	4
Average					100

From the table above, it can be seen that in the aspect of content or material, there are six indicators that are the focus of the assessment. The first assessment, is the suitability of the title to the topic of discussion. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of the suitability of the title with the topic of discussion is included in the category of excellent. The second assessment, is the completeness of the material. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of material completeness falls into the very good category. The third assessment, is the effectiveness of examples of short stories. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of the effectiveness of short story examples falls into the category of excellent. The fourth assessment is the effectiveness of the practice of writing short stories. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of the effectiveness of short story writing practices falls into the category of excellent. The fifth assessment is the suitability of the competency test with the material presented. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of the suitability of the competency test with the material presented is included in the excellent category. The sixth assessment is the conformity of students' understanding with enrichment questions. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of the suitability of students' understanding with enrichment questions falls into the category of excellent.

Based on these six value gains, it can be analyzed that in the assessment of aspects of content or material in teaching materials, writing short stories based on a process approach with student

learning styles has an average of 100. From the results of the expert's assessment, it can be concluded that aspects of the content or material in the teaching materials are included in the excellent category.

3) Aspects of Language and Readability

In this aspect of language and readability, there are five indicators that are the focus in submitting assessments by expert validators, namely (1) the language contained in the title, (2) the selection of vocabulary in teaching materials, (3) the use of spelling in teaching materials, (4) the suitability of the use of language to students' cognitive development, and (5) the suitability of questions and explanations in teaching materials with the level of understanding of students. To get an idea of the assessment of linguistic and legible aspects of teaching materials for writing short stories by expert validators, you can see from the following table.

Table 8. Results of Expert Assessment of Language and Readability Aspects

Indicator	Score				Value
	1	2	3	4	
1. The language contained in the title				✓	4
2. Vocabulary selection in teaching materials				✓	4
3. The use of spelling in teaching materials				✓	4
4. The suitability of the use of language to the cognitive development of students				✓	4
5. The suitability of the questions and explanations in the teaching materials with the level of understanding of the students				✓	4
Average					100

From the table above, it can be seen that in terms of language and readability, there are five indicators that are the focus of assessment. The first assessment, is the linguistics contained in the title. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the linguistic indicators contained in the title falls into the category of excellent. The second assessment is the selection of vocabulary in teaching materials. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of vocabulary selection in teaching materials falls into the category of excellent. The third assessment is the use of spelling in teaching materials. The score obtained is 4. The value obtained from testing the prototype of teaching materials writes short stories based on a process approach with student learning styles in the indicator of the use of spelling which in teaching materials falls into the category of excellent. The fourth assessment is the suitability of the use of language to the cognitive development of students. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of the suitability of language use to student cognitive development falls into the category of excellent. The fifth assessment is the suitability of the questions and explanations in the teaching materials with the level of understanding of the students. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of the suitability of questions and explanations in teaching materials with the level of understanding of students fall into the category of excellent.

Based on these six values, it can be analyzed that in the assessment of language and readability aspects in teaching materials, writing short stories based on a process approach with student learning styles has an average of 100. From the results of the expert's assessment, it can be concluded that the linguistic and legible aspects in teaching materials are included in the excellent category.

4) Graphic Aspects

In this graphic or display aspect, there are nine indicators, namely (1) the attractiveness of the title of teaching materials, (2) the creativity of the title of teaching materials, (3) the harmony of colors, sizes, illustrations, and layout of illustrations in the cover of teaching materials, (4) the suitability of illustrations with the topic of the material in teaching materials, (5) the composition of colors in teaching materials, (6) selection of typefaces (fonts) and letter sizes in teaching materials, (7) the size of the teaching materials, and (8) the thickness of the teaching materials. To get an idea of the assessment of graphic aspects or the appearance of teaching materials for writing short stories by expert validators, it can be seen from the following table.

Table 9. Results of Expert Assessment of Graphic or Display Aspects

Indicator	Score				Value
	1	2	3	4	
1. The title of teaching materials				✓	4
2. Creativity of teaching material titles				✓	4
3. Harmony of colors, sizes, illustrations, and layout of illustrations in the cover of teaching materials				✓	4
4. Compatibility of illustrations with the topic of the material in teaching materials				✓	4
5. Color composition in teaching materials				✓	4
6. Selection of typeface (font) and size in teaching materials				✓	4
7. Size of teaching materials				✓	4
8. Thickness of teaching materials				✓	4
Average					100

From the table above, it can be seen that in the aspect of graphs or displays there are eight indicators that are the focus of assessment. The first assessment is the interest of the title of the teaching material. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of the title of teaching materials is included in the excellent category. The second assessment is the creativity of the title of teaching materials. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the creativity indicator of the title of teaching materials is included in the excellent category. The third assessment is the harmony of colors, sizes, illustrations, and layout of illustrations in the cover of teaching materials. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicators of color harmony, size, illustration, and layout of illustrations in the cover of teaching materials is included in the excellent category. The fourth assessment is the suitability of the illustration with the topic of the material in the teaching material. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of the suitability of illustrations with the topic of the material in the teaching materials falls into the category of excellent. The fifth assessment is the composition of colors in teaching materials. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with students' learning styles in the indicator of color composition in teaching materials is included in the category of excellent. The sixth assessment is the selection of fonts and sizes in teaching materials. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicators of choosing a typeface (font) and size in teaching materials is

included in the excellent category. The seventh assessment, is a measure of teaching materials. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of the size of teaching materials is included in the excellent category. The eighth assessment, is the thickness of the teaching materials. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the thickness indicator of teaching materials falls into the category of excellent.

Based on these eight values, it can be analyzed that in the assessment of graphic aspects or displays in teaching materials, writing short stories based on a process approach with a student learning style has an average of 100. From the results of the expert's assessment, it can be concluded that the graphic or display aspects in teaching materials are included in the excellent category.

3.3. Results of Prototype Validation Test by Teacher

The testing stage of the prototype of teaching materials for writing short stories based on a process approach with student learning styles created and developed in this study, in addition to involving two expert experts also involved one practitioner (teacher). Practitioners who value the development of teaching materials for writing short stories are then referred to as practitioner validators. The teacher who became the validator of this practitioner was Nurina Paramita, S.Pd. who is also a teacher of Indonesian subjects at SMK Miftahul Huda Rawalo Banyumas.

a. Validation of Aspects of Material Presentation

This aspect of material presentation has two (2) indicators contained in it, namely (1) the suitability of the order in the presentation of the material and (2) the suitability of the material presentation technique with the understanding of students. An overview of the assessment of practitioner validators regarding the presentation of material in teaching materials for writing short stories, can be seen in the following table.

Table 10. Results of Teacher Assessment of Aspects of Material Presentation

Indicator	Score				Value
	1	2	3	4	
1. Conformity of the order in which the material is presented				✓	4
2. Conformity of presentation techniques with students' understanding				✓	4
Average					100

From the table above, it can be seen that in the aspect of presentation there are two indicators that are the focus of the assessment. The first assessment, is the suitability of the order in which the material is presented. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with the student's learning style in the indicator of conformity in the order of presentation of the material falls into the category of excellent.

The second assessment is the conformity of the presentation teknik with the student's understanding. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of the suitability of presentation techniques with student understanding falls into the category of excellent.

Based on these two values, it can be analyzed that in assessing aspects of the presentation of teaching materials for writing short stories based on a process approach with student learning styles has an

average of 100. From the results of the assessment of the practitioner validator, it can be concluded that the aspect of presenting the material in the teaching materials is included in the excellent category.

b. Validation of Contents (Material)

In the validation of this content (material) there are six indicators that are the focus in submitting an assessment by expert validators. The six indicators include (1) the suitability of the title to the topic of discussion, (2) the completeness of the material, (3) the effectiveness of the examples, (4) the effectiveness of the practice of writing short stories, (5) the suitability of the competency test, and (6) the suitability of students' understanding with enrichment questions. To get an idea of the assessment of content or material from teaching materials for writing short stories by validator practitioners can be seen from the following table.

Table 11. Teacher Assessment Results on Content Aspects (Material)

Indicator	Score				Value
	1	2	3	4	
1. The suitability of the title with the topic of discussion				✓	4
2. Completeness of the material				✓	4
3. Effectiveness of short story examples			✓		3
4. Effectiveness of the practice of writing short stories				✓	4
5. Conformity of competency test with the material presented				✓	4
6. Conformity of students' understanding with enrichment questions				✓	4
Average					95,8

From the Table, it can be seen that in the aspect of content or material there are six indicators that are the focus of the assessment. The first assessment, is the suitability of the title to the topic of discussion. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of the suitability of the title with the topic of discussion is included in the category of excellent. The second assessment, is the completeness of the material. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of material completeness falls into the very good category. The third assessment, is the effectiveness of examples of short stories. The score obtained is 3. The value obtained from testing prototypes of teaching materials for writing short stories based on a process approach with student learning styles in indicators of the effectiveness of short story examples falls into the good category. The fourth assessment is the effectiveness of the practice of writing short stories. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of the effectiveness of short story writing practices falls into the category of excellent. The fifth assessment is the suitability of the competency test with the material presented. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of the suitability of the competency test with the material presented is included in the excellent category. The sixth assessment is the conformity of students' understanding with enrichment questions. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of the suitability of students' understanding with enrichment questions falls into the category of excellent.

Based on these six value gains, it can be analyzed that in the assessment of aspects of content or material in teaching materials, writing short stories based on a process approach with student learning styles has an average of 95.8. From the results of the assessment of the practitioner validator, it can be concluded that the content or material aspects in the teaching materials are included in the excellent category.

c. Aspects of Language and Readability

In this aspect of language and readability, there are five indicators that are the focus in submitting assessments by practitioner validators, namely (1) the language contained in the title, (2) the selection of vocabulary in teaching materials, (3) the use of spelling in teaching materials, (4) the suitability of language use to students' cognitive development, and (5) the suitability of questions and explanations in teaching materials with the level of student understanding. To get an idea of the assessment of linguistic and legibility aspects of teaching materials for writing short stories by validator practitioners can be seen from the following table.

Table 12. Results of Teacher Assessment of Language and Readability Aspects

Indicator	Score				Value
	1	2	3	4	
1. The language contained in the title				✓	4
2. Vocabulary selection in teaching materials				✓	4
3. The use of spelling in teaching materials				✓	4
4. The suitability of the use of language to the cognitive development of students				✓	4
5. The suitability of the questions and explanations in the teaching materials with the level of understanding of the students				✓	4
Average					100

From the table above, it can be seen that in terms of language and readability, there are five indicators that are the focus of assessment from practitioner validators. The first assessment, is the linguistics contained in the title. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the linguistic indicators contained in the title falls into the category of excellent. The second assessment is the selection of vocabulary in teaching materials. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of vocabulary selection in teaching materials falls into the category of excellent. The third assessment is the use of spelling in teaching materials. The score obtained is 4. The value obtained from testing the prototype of teaching materials writes short stories based on a process approach with student learning styles in the indicator of the use of spelling which in teaching materials falls into the category of excellent. The fourth assessment is the suitability of the use of language to the cognitive development of students. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of the suitability of language use to student cognitive development falls into the category of excellent. The fifth assessment is the suitability of the questions and explanations in the teaching materials with the level of understanding of the students. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of the suitability of questions and explanations in teaching materials with the level of understanding of students fall into the category of excellent.

Based on these six values, it can be analyzed that in the assessment of language and readability aspects in teaching materials, writing short stories based on a process approach with student learning

styles has an average of 100. From the results of the assessment of the practitioner (teacher), it can be concluded that the linguistic and legibility aspects in the teaching materials are included in the excellent category.

d. Graphic Aspects

In this graphic or display aspect, there are nine indicators, namely (1) the attractiveness of the title of teaching materials, (2) the creativity of the title of teaching materials, (3) the harmony of colors, sizes, illustrations, and layout of illustrations on the cover of teaching materials, (4) the suitability of illustrations with the topic of the material in teaching materials, (5) color composition in teaching materials, (6) selection of typefaces (fonts) and sizes in teaching materials, (7) the size of the letters in the teaching materials, and (8) the thickness of the teaching materials. To get an idea of the assessment of graphic aspects or the appearance of teaching materials for writing short stories by validator practitioners, it can be seen from the following table.

Table 13. Results of Teacher Assessment of Graphic or Display Aspects

Indicator	Score				Value
	1	2	3	4	
1. The title of teaching materials				✓	4
2. Creativity of teaching material titles				✓	4
3. Harmony of colors, sizes, illustrations, and layout of illustrations in the cover of teaching materials				✓	4
4. Compatibility of illustrations with the topic of the material in teaching materials				✓	4
5. Color composition in teaching materials				✓	4
6. Selection of typeface (font) and font size in teaching materials				✓	4
7. Size of teaching materials			✓		3
8. Thickness of teaching materials				✓	4
Average					96,8

From the table above, it can be seen that in the aspect of graphs or displays there are eight indicators that are the focus of assessment. The first assessment is the interest of the title of the teaching material. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of the title of teaching materials is included in the excellent category. The second assessment is the creativity of the title of teaching materials. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the creativity indicator of the title of teaching materials is included in the excellent category. The third assessment is the harmony of colors, sizes, illustrations, and layout of illustrations in the cover of teaching materials. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicators of color harmony, size, illustration, and layout of illustrations in the cover of teaching materials is included in the excellent category. The fourth assessment is the suitability of the illustration with the topic of the material in the teaching material. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of the suitability of illustrations with the topic of the material in the teaching materials falls into the category of excellent. The fifth assessment is the composition of colors in teaching materials. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories

based on a process approach with students' learning styles in the indicator of color composition in teaching materials is included in the category of excellent. The sixth assessment is the selection of fonts and sizes in teaching materials. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicators of choosing a typeface (font) and size in teaching materials is included in the excellent category. The seventh assessment, is a measure of teaching materials. The score obtained is 3. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the indicator of the size of teaching materials is included in the good category. The eighth assessment, is the thickness of the teaching materials. The score obtained is 4. The value obtained from testing the prototype of teaching materials for writing short stories based on a process approach with student learning styles in the thickness indicator of teaching materials falls into the category of excellent.

Based on these eight values, it can be analyzed that in the assessment of graphic aspects or displays in teaching materials, writing short stories based on a process approach with student learning styles has an average of 96.8. From the results of the expert's assessment, it can be concluded that the graphic or display aspects in teaching materials are included in the excellent category.

4 Conclusion

Data from the results of research carried out by expert validators and practitioner validators (eye teachers on teaching materials for writing short stories, namely from expert validator I if converted the results of the assessment carried out obtained a score of 81 with an average value of 96.4, it can be said that the value given by expert validator I is included in the criteria very well. Then, from the expert validator II, if converted, the results of the assessment carried out obtained a total value of 84 with an average value of 100, it can be said that the value given by the expert validator II is included in the very good criteria. Meanwhile, the assessment carried out by the practitioner validator on the teaching materials for writing short stories if converted obtained a total value of 82 with an average value of 97.6, it can be said that the value given by the practitioner validator is included in the criteria very well.

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