Research Article

The Development of Writing Short Story Teaching Material Based on the Local Wisdom for the Eleventh Grade Students in Situbondo

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Abstract: The development of the teaching material of writing short story text is needed. It is because of its starting from the study of text book and the preliminary study, it is known that must be fixed, such as: 1) the discussion about language style, 2) the discussion about the intrinsic elements, 3) the discussion about the writing technique of short story, and 4) the short story that is used as monotonous modelling text and it cannot be comprehended by the students easily. The development of teaching material of writing short story text doesn't only fixes the condition of text book, but also accomodates the local wisdom of Situbondo. This is as an effort to mediate the personality of the students in the form of comprehension and knowledge. The aim of this research is to describe the development process, the validity, and the response of the students. This research uses the method of research and development from Team of Puslitjaknov (Team of The Research Centre, The Policy, and The Innovation), which is adapted from the model of Borg and Gall. The validity percentage of teaching material of writing short story text bases on the local wisdom for students in class XI of Senior High Scholl in Situbondo reaches 81,49%. It means that the teaching material is proper. Meanwhile, bases on the results of students try out, it gives response until 81%. It means that the teaching material is also proper to be impemented in the classroom.

INTRODUCTION

As one of language skills, writing is a productive skill. By writing, someone can his put ideas into writing. In addition, writing can also develop thinking and creativity. Writing has many goals. They are: (1) entertaining, (2) convincing and persuading, (3) explaining, (4) self-declaring, and (5) building creativity (Panuju in Kusumaningsih, et.al 2013: 69). Writing activities with various goals are trained in high school through learning Indonesian language.

Indonesian language learning in the curriculum 2013 is designed as text-based learning. One of the textual content in the curriculum 2013 is short story text. The learning of short story writing for high school in the curriculum 2013 is given the elevent grade odd semester, and in basic competence item 4.2 Which is producing coherent short story text in according to characteristic of text that will be made. Basic competence of point 4.2 is derived from core competence item 4. "Processing, reasoning, and presenting in the realm of concrete and abstract sphere related to the development of the learning in the school independently, effectively and creatively, and being able to use methods according to the principle of knowledge." Based on basic competence point 4.2, writing short story has a purpose to conduct writing skills and share positive values to the reader.

Local wisdom is an appropriate option to mediate the planting of positive values through learning of writing short story.

According Muhyidin (2009) story is an important means to pass on ideas and values from a generation to next generation.

Based on Muhyidin's opinion, learning to write short story text can be integrated with local wisdom. The local wisdom itself in short stories can be life-views and knowledge, or life strategies of activities undertaken by certain communities to solve their life problems containing messages or messages and values that can be passed on from generation to generation (Sudikan, 2013).

One way to integrate local wisdom in learning can be done by the teaching materials used. Thaba (2015) explains that teaching materials integrated with local wisdom is still minimal, it is worrid that it will decrease student love, understanding, and knowledge of the culture itself. In fact, teaching materials as a learning component is not only has a role to shape the cognition (knowledge) of learners, but it can be a means of shaping skills and attitudes.

The development of teaching materials in writing short story texts based on local wisdom is based on the study of textbooks entitled Ekspresi Diri dan Akademik. Based on the review of

textbooks compiled by Kemendikbud, the following information is obtained: (1) the exposition of 55 language styles does not include definitions and examples; (2) intrinsic elements are not discussed in detail. There are only three elements described: figures and characteristics of characters, settings, and grooves. Meanwhile, other elements covering the theme, the mandate, and the point of view are not defined; and (3) writing techniques that can guide students to write short stories are needed. The results of the textbook study reinforced by preliminary studies conducted in SMA Negeri 1 Panarukan obtained information as follows: (1) textbook explanation is less understandable unlike the old books, (2) the presence of short story text structure makes students confused to distinguish it with the flow, (3) lack of well-writing, and (4) short stories that are used as modeling text are monotone and those are poorly understood by students. As a result, teachers who support the learning of short story writing still rely on reference material from the old curriculum and other sources such as internet and short story collection books.

Based on the case, a material of short story writing is developed by accommodating local wisdom. The raised local wisdom is the local wisdom of Situbondo Regency, East Java. The local wisdom of Situbondo is chosen because of different forms of local wisdom, such as hodo tradition, ancak agung, rokat tase', folklore, and others. Situbondo's local wisdom technically and substantially will be visible in various components of teaching materials. The components are as follows: short story text that is used as modeling, illustration, activity, practice questions, and reflection learning. Development of teaching materials to write a short story based on the local wisdom of Situbondo is packaged in module form. Prastowo (2013: 106) explains that modules are teaching materials that are systematically arranged in languages that are easily understood by learners, so they can learn independently with or without teacher guidance.

The development of learning modules to write short stories based on local wisdom is an appropriate effort to increased creativity of student writing and also the preservation of local wisdom owned by Situbondo Regency. Based on the description above, the title of "The Development of Writing Short Story Teaching Material Based on The Local Wisdom for The Eleventh Grade Students in Situbondo". The writing of this article aims to describe 1) the process of developing teaching materials to write short stories based on local wisdom for eleventh grade students in Situbondo, 2) the validity of teaching materials to write short stories based on local wisdom for eleventh grade students in Situbondo, and 3) the result of XI MIA 3 SMAN 1 Panarukan students response to the teaching material of short story texts based on local wisdom for eleventh grade students in Situbondo.

LITERATURE RIVIEW

The literature review will discuss theoretical studies related to the research titles and the research problems. The literature review in this research is divided into three, namely: 1) development of teaching materials, 2) learning to write short story text, and 3) local wisdom.

Development of Teaching Materials

Sanjaya (2015: 141) explains that teaching materials are everything which exists in curriculum content that must be mastered by students for the achievement of certain basic competencies. In line with this opinion, Prastowo (2013: 17) suggests that teaching materials are all materials (information, tool, and text) systematically arranged and contains competencies that will be mastered by students in the learning process, for example: textbooks, modules, handouts, LKS (Student's worksheet), models or realia, audio teaching materials, and interactive teaching materials. Based on the reffrence which has been presented, it can be concluded that teaching material is all the materials used in the learning activities are arranged systematically in accordance with the guidelines on certain competency standards and curriculum in force. It means that instructional materials are approprrate with certain competency standards and applicable curriculum that allow students (and teachers) to learn a certain material.

The module as a form of teaching materials is a systematic learning material that is easily understood by learners so that they can learn and measure their knowledge ability independently (Prastowo, 2013). In the learning activities, the module can be developed into an interesting teaching material based on the principle of its development. According to Tomlinson (2001) the development of teaching materials includes principles and procedures of design, implementation, and evaluation.

Principles and design procedures related to how to create teaching materials. The National Education Standards Agency (2008) provides three principles: 1) the relevance of learning materials must be in accordance with the achievement of core competencies and basic competencies; 2) consistency means the meaning of (quantity) among competencies in teaching materials. If the material which is developed includes four kinds of skills, so the language skills need to be taught, and 3) sufficient means that the taught material should be sufficient to help students master basic competencies, not too little or too much material. Meanwhile, the teaching materials design procedure is related to the steps of preparing the teaching materials. Prastowo (2013: 50-55) explains that there are four basic steps in preparing teaching materials: 1) analyzing learning needs in the form of curriculum analysis activities, analyzing learning resources (availability, conformity, and convenience), and selecting and determining teaching materials, 2) understanding the criteria for selection of learning resources, 3) compiling teaching material maps, and 4) understanding the structure of teaching materials.

After the teaching materials are created, the second stage is the implementation of validation and trial activity. Module validation is carried out to obtain information on the quality of modules developed. In validation, a validation instrument shall be prepared in the form of validation sheet containing the

feasibility assessment based on: (a) aspects of content or material, (b) presentation, (c) language, and (d) graphic in accordance with The National Education Standards Agency (BSNP). After validating, the next step is run the test. This trial is useful to get information related to the quality of modules developed, and also to know the response of learners in learning the module. In the third stage, that is evaluation. Evaluation is done in two stages, namely: 1) evaluation based on the input of the expert validator and 2) evaluation based on test results. The result of evaluation of teaching materials is revisions to produce the right of product.

The Learning of Writing Short Stories Text

Short story text, one of the literary genre texts, is taught to the seventh and eleventh grade in odd semester. This discussion is limited to short story texts taught in eleventh grade. According to Lucke (in Cuesta and Rincon, 2010) short stories are narratives that have characters, actions and plots arranged in text with beginning, middle and end. In line with that opinion, Kemendikbud (Ministry of Education) in the textbook explains that short stories are short essays in the form of prose that tells about the life of the character which is full of disputes, events, and experience. Furthermore, Brooks (in Tarigan, 2015) tells if short stories are divided into two geniuses: (1) short-short stories, and (2) long-short stories. The detail will be described as follows.

1) Short-short story is a short story whose number of words is under 5,000 words or about 16 pages of double space quarto.

2) Long-short story is a short story that the number of words is 5000 to 10,000 words or about 33 pages kuarto double space.

According to Brooks, short story criterion is not suitable for Indonesia according to Sumardjo (2007: 203). This is because the development of short stories in Indonesia cannot be separated from the development of newspapers and magazines. Furthermore, Sumardjo (2007: 203) describes three types of short stories, namely: (a) short-short stories about half a page to a folio page or about 300 to 625 words; (b) short stories about 4-15 pages of folio or about 1.250 to 5.000, and (c) short stories of about 20-30 pages long or about 5.000 to 10.000 words.

In this research, the short story criteria used refers to Sumardjo's opinion on the second type of short story because that type of short story is considered suitable to be used as a text modeling or short stories that will be written by learners. Based on the references to be used as that have been presented, it can be concluded that the short story is a short essay containing a series of events that tells the life of conflict-filled figures either with himself or other characters which has a length of 1250-5000 words. The introduction of in the curriculum 2013 (Kurtilas) carries a new material content that was not present in the 2006 curriculum (KTSP), which is a short story text consisting of three parts: (1) structure, (2) content, and (3) linguistic rules. In this sub-section about the structure contained in short story text will be discussed.

The structure of the short story is almost the same as the plot. Kemendikbud explained (2014: 13) that the structure of the series of events in short stories is often called as plot. Based on the statement, it must be distinguished between plot and structure in order to avoid misunderstanding in the provision of materials. The explanation of the structure of short stories as follows:

1) Abstract is an optional summary or essence of the story. It means that short story text may not go through this stage. At this stage, the author gives a summary or essence of the story which is developed into a series of events experienced by his imagination.

2) Orientation is a structure that contains the introduction of background stories related to the time, space, and atmosphere of the events in the short story.

3) Complication is a sequence of events, but each event is only connected by cause and effect.

4) Evaluation is the stage of divorce or settlement of the conflict that has occurred. That is, at this stage, the conflicts that occur are directed at the harassment so that it begins to appear settled.

5) Resolution is a stage that contains solutions of various conflicts experienced by the character.

6) Koda is the values or lessons that can be learned by the reader.

At a glance, the short story structure that has been described not only contains internal elements that contains plot, but also describes some elements of other short story builders such as: (1) the background and (2) the code containing the understanding which is almost the same as the story. In relation to the element of the builder, the short story text has a builder element or commonly called intrinsic element: 1) character and characterization, 2) theme, 3) background, 4) plot, and 5) point of view (Nurgiyantoro, 2007). As for the following details:

1) Figure and characterizations
Is a person or an individual who exprience an event or an agent of a story. Meanwhile, characterization is a picture of the character or characteristic of the character that distinguishes him/her from others.

2) Themes
Themes are general basic ideas or story ideas that authors use to develop or write stories.

3) Background (setting)
Background is any description or clue regarding the place, time, and atmosphere contained in the story. (2) the time setting relates to the issue of "when" the occurrences of events told in a work of fiction, and (3) the setting atmosphere setting refers to the current situation In the story, such as tense, scary, scary, and others.

4) Plot

Plot refers to cause and effect, not just chronologically order. The plot in the story usually has its own rules that include four things: (1) plausibiltas (plausibility) means the story has a logical (reasonable), (2) suspense (meaning curiosity) means the story has the ability to arouse the reader's curiosity until the end of the story, (3) surprise means the story has an element of surprise or something unexpected by the reader, and (4) unity means the elements presented, especially the functional events, links, and references containing conflict or life experiences that want to be communicated and have interconnected with each other.

5) Point of views

Point of views is the author's way of expressing his ideas and stories. The point of view is divided into two, namely (1) the first person's point of view "I" is a narrator involved in the story. (2) the third persona's point of view "he" is the author acting as an observer displaying the characters of the story by the name or the word instead; he, she, and them.

Meanwhile, Percy (1981: 97) divides the elements in short stories into five, namely: theme, plot, character (character), background, and style. The detail description as follows:

Themes

A theme is the concept or main view presented in the story, usually the theme is reflected and contained in other story elements.

Plot

Plot is a situation of the story shown by cause and effect.

Character

Character (characterizations) in the story can be expressed by two things: (1) the actions of the characters themselves described by the narrator and (2) the dialogue of what related figures and how the characters speak, and how the character confronts other characters.

Background (setting)

Basically the setting is related to a place that involves the physical, social, emotional, mental, and / or spiritual environment. In addition, it also refers to the time and situation in the story.

Style

Style relates to the language used by the author in expressing characters and story themes.

Related to both views of the character, short story elements that will be presented in teaching materials use the view of Nurgiyantoro (2007). This is because Nurgiyantoro (2007) has a more detailed explanation. The rules of language are the characteristics of the language contained in a text. The linguistic rules in short story texts that belong to the literary genre are closely related to the style of language. This is in contrast to the factual genre text (language) that has the characteristics of the language elements: (1) imperative sentence, (2) introgative sentence, (3) use of conjunction, and (4) adverbial sentence. According to Nurgiyantoro (2007: 272)

language is a means of expressing short stories that are more than just the language, a row of words, and the element of "advantages" it can only be revealed and interpreted through the language.

In the book Ekspresi Diri dan Akademik published by Kemendikbud explained that Keraf split the style of about 60 languages, but explanations related to the style of language and examples are not given adequately. Keraf (2008) divides the style of language into four major groups: (1) language style based on word choice, including official language style, informal language style, and language style of conversation, (2) language style based on tone, (3) language style based on sentence structure, such as climax, anticlimax, parallelism, antithesis, and repetition, and (4) language style based on the direct meaning of the rhetorical style and the style Figurative language. The two forces in the fourth grain are still subdivided into small groups, namely (a) rhetorical language composed of alliteration, assonance, anastrophe, apophasis or preterisio, apostrophe, asyndeton, poly-asyndeton, chiasmus, ellipsis, euphemisms, litotes, hysteron Proton, pleonasm and tautology, periphrasis, pyrolysis or anticipation, erotesis or rhetorical question, silepsis and zeugma, correction or epanortesis, hyperbole, paradox, and oxymoron, and (b) figurative style consists of equations or similes, metaphors, allegories, and fable, personification or prospoeioa, allusion, eponymous, epithet, synecdoche, metonymy, antonomasia, hypoplasia, irony, cynicism and sarcasm, satire, innuendo, antiphrasis, and or paronomasia. Based on the division, it can be seen that the number of styles of language called by books about 60 is almost correct, because the number of language styles described by Keraf amount to 55 that is first appeared in 1985 got additional groupings from Tarigan (1990).

Tarigan (1990) divides the style of language with the same number of Kerafs which as 55. The division lies in the division of the group. Tarigan (1990) makes four groups of language styles. (1) comparative language style consists of metaphors, metaphors, personifications, DE personifications, allegories, antitheses, tautology pelasasme, periphrasis, anticipation or prollsis, and correction or epanortesis; (2) conflicting language styles consisting of hyperbole, litotes, irony, oxymoron, paronomasia, paralipsis, zeugma and silepsis, satire, innuendo, antiphrasis, paradox, climax, anticlimax, apostrophe, anastrophe or inversion, apophasis or preterisio, proton hysteria, hypalase, cynicism and sarcasm; Consisting of metonymy, synecdoche, allusion, euphemism, eponymous, epithet, antonomasia, erotizes, gradation, asyndeton, poly-asyndeton, and (4) repetition style consisting of alliteration, assonance, antanaklasis, chiasmus, epizeukis, tautotes, anaphora, epistora, simploke, Mesodiplosis, epanalepsis, and anadiplosis.

From the two opinions, the grouping of Tarigan (1990) is considered more clear and more detail. Therefore, in the development of learning modules related linguistic rules selected grouping Tarigan version. Meanwhile, not all language styles are included as linguistic material. This is

because the form of restriction, because not all language styles are often found in short stories. The final estimate in short story text learning is to produce a product of students writing short stories. Meanwhile, the steps to write short stories in textbooks are not given adequately. It is warried that it makes learners do not have the means of training properly. In learning writing short story text, writing activity is addressed as a process. In addition, O'Brein (in Cuesta and Rincon, 2010) states that the process approach is seen as a way of finding meaning and idea of developing grammatical exercises. The stages in the process of writing as follows:

1) Pre-write
This stage is first stage of planning or preparation of writing that includes: (a) the determination of topics by teachers, (b) students start looking for writing materials, and (c) students organize the story framework.

2) Writing
Learners generate short stories. After that, teachers help guiding learners about writing styles, structure, content, and more.

3) Feedback
Learners receive comments from their teachers or colleagues. Learners can share or display their final work and provide an overall comment on how successful their work is.

4) Writing a second draft
Learners revise and produce a new draft based on comments from teachers and co-workers.

5) Proofreading
In this final stage, students are focused on the correct use of vocabulary, layout, and grammar.

According to Kurniawan and Sutardi (2012), there are four stages in the creative process of short story writing: searching ideas, positioning and processing of ideas, writing, and editing and revising. These four stages will be further described as follows.

1) Search ideas
The search for ideas is a problem that is the source of events or objects

2) Precipitation and processing of ideas
Furthermore, if the ideas and problems have been obtained then the next is used to think the answer to this problem. This answer or logic will be developed into a story. The search process in contemplation is called as the deposition or processing stage of the idea. The process of settling or processing the idea can be done by two techniques, namely (a) writing technique, which is writing a series of events that will be the answer to the idea and the problem and (b) the technique of reflection, is a contemplating. The possibility of events in mind is for those who are used to writing.

3) Writing
The writing activity is done after solving the idea and the problem trough the setting process which result a good event how.

4) Editing and revision
Editing is concerned with correction of linguistic and writing aspects, whereas revisions are related to content, such as chronological pathways, acrononism, errors of gestation, flat and non-dramatic conflict, and so on. Based on the description of the writing stages of O'Brein (in Cuesta and Rincon, 2010) and Kurniawan and Sutardi (2012) presented. The explanation of Kurniawan and Sutardi is considered more appropriate to be used in developing teaching materials. This is because the explanation of Kurniawan and Sutardi in accordance with the creative process of writing short story text and have a more complete exposure.

Local Wisdom

Sudikan (2013: 43) explains that local wisdom can be interpreted as a life view, knowledge, and various life strategies that form of activities conducted by local communities in solving various problems and killing their life needs. Based on that opinion, local wisdom according to Sudikan can also be interpreted as local intelligence (local genius) and local knowledge (local knowledge). In line with that opinion, Nakorntap et.al (in Mungmachon, 2012) explaining local wisdom is the basic knowledge gained from living parallel to nature. This is related to the culture in the community that is accumulated and passed on. This wisdom can be abstract and be concrete, but it comes from experience or truth gained from life (Wisdom from real one). Experience integrating body, spirit and environment. It emphasizes a respect for elders and life.

Based on references that have been described, it can be known if through local wisdom, learners can know the culture and character of the nation. According to Hamid, et al (2010: 4) education is the process of developing the cultural values and character of the nation in the students so that they have the value and character as a character of himself, applying these values in life itself, as members of society, and citizens who Religious, nationalist, productive and creative.

The process of forming the values of the characters themselves is currently a serious concern of the government. According to Gunawan (2012:4) education character is a process of manifestation of human personality and civilized who has knowledge of his potential that is characterized by values such as reflective, confident, rational, logical, critical, analytical, creative and innovative, independent, alive Healthy, responsible, honest, love science, humble, and other positive values. Meanwhile, in its policy, the government, issued policies on eighteen characters that need to be taught in schools, including religious values, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, spirit of nationalism, love of the homeland, Achievement, friendship/communicative, love peace, love reading, caring environment, caring Situbondo as one of the regencies in East Java is located on the north coast, precisely bounded by Probolinggo regency in the west, Bondowoso in the south, Banyuwangi in the east, and Madura Strait in the north. Situbondo has a variety of distinctive local wisdom.

Local wisdom of Situbondo people can be seen from the view of life, knowledge, and how to solve life problems. The detail description as follows: 1) Situbondo community view of life can be seen from the belief that Situbondo is a binding land. This means that this area will attract any entrants to settle down; 2) Local knowledge of Situbondo community related to the environment. This can be seen from the way they manage the natural resources and knowledge of the folklore passed down from generation to generation; and 3) How to solve the problem of life aims to regulate the life together among the people in Situbondo relate to local values that are adhered and mutually agreed. This is indicated by the existence of other religious rituals or ceremonies that form the soul of their solidarity. For example: rokat tase', ojhung, ancak agung, and hodo ritual.

In addition, in maintaining the lives, Situbondo people have local skills that are closely linked to job systems and traditional food gathering systems. Job system of Situbondo community are fishermen and farmers. Usually, a fisherman go fishing when the moon lights or we usually call it as tera'an. Meanwhile, the job system of farming, Situbondo also has a special term called rokat tanah for abundant agricultural products. In concocting traditional food, Situbondo has some typical food names, such as: tajhin palappa, karak rice, and sodhu rice. The selection of three local things is due to several things: 1) Understanding of the view of life of Situbondo people is expected to make learners know the way of society life, 2) Through the local knowledge learners can learn to love the natural potential that exist in the area and know the characters in folklore Which is spoken by word of mouth, and 3) Through the procedure of solving the problems of life, it is hoped learners know the community in maintaining their life and as a part of loving local culinary, which is less famous than foreign foods. Local wisdom will be used as a technical and substantial theme to color the various components in teaching material of short story text. The local wisdom of Situbondo will be found in (1) short story texts being modeled; (2) illustrations case; (3) material; (4) questions including short story writing tasks; and (5) learning reflections to be presented in learning materials.

METHODOLOGY

The research design used is research and development with research model formulated by Research Center, Policy and Innovation Team (Team Puslitjaknov) Research and Development Agency Ministry of National Education (2008: 8). Stages in this research and development model include: (1) product analysis to be developed, (2) developing products, (3) expert validation and revision, and (4) field trials and product revisions.

The prototype of teaching materials in research and development is validated by 3 expert validators and 1 validator practitioner. The selected expert interpreter consists of three experts in the field, namely the Indonesian language and literature expert, short story expert, local wisdom expert Situbondo, and practitioners by the Indonesian language teacher of grade XI SMAN 1 Panarukan Situbondo.

This teaching material will be tested in class XI MIA 3 SMAN 1 Panarukan. Product trial activities are conducted with the aim of obtaining information related to the quality of teaching materials to write short story texts based on local wisdom Situbondo.

The source of this research and development data is the document containing the concept of the story, a copy of the curriculum, the teacher interviewed, the validation sheet, the product test questionnaire, and the observation sheet.

Data in research and development is in the form of verbal data and numeral data. Verbal data in the form of: (1) copy of curriculum 2013 which contains ministerial regulations related to learning objectives in Indonesia, (2) documents in the form of books and other references to the concept of the story; (3) short story text containing local wisdom Situbondo, and (4) interview with Indonesian language teacher. The numeral data in this research is the result of quantification on the validation sheet given to the validator and the result of quantification on the product test questionnaire given to the students.

RESULTS AND DISCUSSION

This research and development resulted in the form of The Development of Writing Short Story Teaching Material Based on The Local Wisdom For The Eleventh Grade Students in Situbondo. The result and discussion into three, namely: 1) teaching material development process, 2) validity of teaching material, and 3) response of use of materials.

A. Teaching Material Development Process

In the process of developing teaching materials there were two stages: 1) conducting analysis of the product to be developed and 2) developing the initial product.

1) Conducting Product Analysis Which is Going to be Developed

Product analysis was done through two activities including textbook review and information gathering from the teacher. From these two activities the following information is obtained: (1) one short story text which was not suitable for modeling text, (2) information in incomplete book related to the use of book, explanation on: (a) language style, (b) element Intrinsic, and (c) short story writing techniques, (3) practice questions and short story text exercises were needed, and (4) there was no reflection on newly learned knowledge.

2) Developing Initial Products

Developing the initial product was done through three activities including: (1) collecting materials, (2) processing materials, and (3) conceptualizing teaching materials. The materials that were collected included: (1) the concept of short story text and local wisdom and (2) short story texts containing local wisdom of Situbondo. Processing of teaching materials are done on: (1) short story text through legibility test and (2) processing concepts about short story text and local wisdom that get various reference to be material of teaching. Concepting

teaching materials into three main parts. The details are as follows. The introductory section consists of four things: (a) the title page, (b) the copyright page (title page), (c) the introduction, (d) the exposure of core competencies and basic competencies, and (e) table of contents; (2) The core section (body) is designed to have two learning activities each consisting of exposure to the basic competence-related learning concepts and the formulation of indicators, material exposure, summaries, exercise questions, assessment guidelines, and reflections. (3) The cover section consists of bibliography, glossary, answer key, and author biography.

B.   Validity of Teaching Material

Discussion on the validation results includes: (1) validity of teaching material substance, (2) validity of presentation of teaching materials, (3) language validity of instructional materials, and (4) validity of graphic. Based on the validation results, it can be argued that this resource is feasible or valid. This is because in terms of substance get percentage of 85,9%, in terms of presentation get percentage 87,5%, in terms of language get percentage 71,87%, and in terms of graph get percentage 79%. From the four aspects, the averaged is percentage of 81.49%. This means that the teaching material is appropriate in accordance with the opinion of Arikunto (1996:244) which discloses decent categorized materials with follow-up without revision if it reaches 76% -100% percentage. The following results will be presented per sub-validity.

1) Validity of Substance of Teaching Materials

The result of validation of teaching material substance was done by the learning expert (VA1), short story expert (VA2), local wisdom expert Situbondo (VA3), and Indonesian language teacher practitioner (VP) about material exposure contained in teaching materials. From the result of validation of substance of teaching materials obtained as follows: (1) the learning expert gives 87.5% meaning that the teaching material is valid; (2) short story expert gives 82,5% meaning that the teaching material is declared valid; (3) the local wisdom expert gives 88.89%, meaning the instructional material is valid; And practitioners of Indonesian teachers give 85% means that the material is declared valid. From the four validators, the average is the percentage of 85.9%. This means that the material is considered worthy in terms of substance in accordance with the opinion of Arikunto (1996: 244) which discloses decent categorized materials with follow-up without revision if it reaches 76% -100% percentages.

2) Validity of Presentation of Teaching Materials

The results of validation of the presentation of teaching materials are seen from two aspects, namely: (1) systematic presentation and (2) presentation of learning. From the validation activity of the presentation, the following data are obtained: (1) The validity of the presentation of teaching materials derived from the Indonesian language and literature learning experts of 83.3% means that the teaching material is valid and (2) the validity of the presentation of teaching

materials originating from Indonesian teacher practitioners Of 91.67 means that the teaching material is declared valid. Of the two validators, if averaged a percentage of 87.5%. This means that the teaching material is considered worthy in terms of presentation in accordance with the opinion of Arikunto (1996: 244) which discloses decent categorized materials with follow-up without revision if it reaches 76% -100% percentages.

3) Language Validity of Teaching Materials

The result of validation of language of teaching material is seen from four aspects, namely: (1) conformity of language use with students' level of thinking, (2) grammatical and spelling accuracy, (3) use of communicative language in teaching materials, and (4) language communicative use in instruction and practice. From the validation of language validation data obtained as follows: (1) Language and Indonesian Literature experts provide percentage of 68.75% means that the material in terms of language is valid and (2) Indonesian language teachers give 75% percentage means the material in terms of linguistic Is quite valid. From the two validators, the average is the percentage of 71.87%. This means that the teaching material is quite decent in terms of language in accordance with the opinion of Arikunto (1996:s244) which discloses categorized materials quite feasible with follow-up revisions if it reaches the percentage of 55% -74%.

4) Validity of Teaching Material Degradation

The results of validation of learning materials are viewed from six aspects: (1) selection of teaching material title, (2) display format, (3) attractiveness of cover, (4) relevance of drawing and illustration, (5) print style and font size; (6) color alignment. From the validation result, the data obtained are as follows: (1) Indonesian language and literature learning expert who gives percentage of 63,88% means that teaching material from facet of graph is valid and (2) Indonesian teacher practitioner gives the percentage of 94,44%. It means that the graph is valid from two validators, if averaged a percentage of 79%. This means that the material is considered worthy in terms of graphic in accordance with the opinion of Arikunto (1996: 244) which revealed the categorized material is quite feasible with a follow-up revision if it reaches 76% -100% percentages.

C.   Validity of Teaching Material

Teaching materials that had been validated tested on the students of class XI MIA 3 SMAN 1 Panarukan. This tryout activity was used to determine the response of teaching materials use through the questionnaire product trial. The discussion of students' responses included aspects of: (1) substance, (2) presentation of teaching materials, (3) language of teaching materials, and (4) instructional material graph. Based on the student's response, it could be argued that the teaching material is feasible or valid because of in terms of substance get 77% percentage, in terms of presentation get percentage 78%, in terms of language get percentage of 83%,

and in terms of graph get percentage of 85%. From the four aspects, the averaged is the percentage of 81%. This means that the teaching material is appropriate in accordance with the opinion of Arikunto (1996: 244) state that qualified materials with follow-up without revision if it reaches 76% -100% percentages.

CONCLUSION

Based on the results of research and discussion it can be concluded that in the process of developing products carried out activities to collect teaching, processing materials, and conceptualize teaching materials. The materials that were collected included: (1) the concept of short story text and local wisdom and (2) short story texts containing local wisdom Situbondo. Processing of teaching materials material is done on: (1) short story text through legibility test and (2) processing concepts about short story text and local wisdom that get various reference to be learning material. Drawing teaching materials into three main parts includes the introduction, core (material base), and cover.

The teaching materials that have been conceptualized are validated by learning experts, short story specialists, local wisdom experts, and Indonesian language teacher practitioners. Based on the validation result, the percentage of 81.49% means that the module is worthy to be implemented in the school. The percentage result is the average of four aspects which include: (a) substance / content of 85.9%, (b) presentation of 87.5%, (c) language of 71.87%, and (d) grant amounted to 81.49%.

The module is also tested in class XI MIA 3 SMAN 1 Panarukan to knowuser's student's response. The results of the validation are as follows: (a) in terms of substance get percentage of 77%, (b) in terms of presentation get a percentage of 78%, (c) in terms of language get a percentage of 83%, and (d) in terms of materials get a percentage of 81% it means that the teaching material is worthy of all aspects.

Based on the results and discussion of the presented development outcomes the following suggestions for the further utilization and development of products for students, language teachers in Situbondo, researchers, and also Department of education and culture in Situbondo.

As the material is specifically intended for eleventh graders of SMA/MA, they can use it as a way to master short story text writing material, and understand local wisdom in Situbondo, it can also enrich their material that it accordance with curiculum 2013. This also may affects teachers and researcher in the same topic to use it as a guide synchronizing both teaching material and the local wisdom of Situbondo. Furthermore, this can be more attractive and usefull if Departement of Education and Culture in Situbondo accomodate this as a regional policy in using this as one of school teaching material in the learning process.

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