



Designing Writing Material of Short Story through *Show Not Tell* Model at SMA Xaverius Lubuklinggau

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Abstract

The aim of this research was to develop writing material of short story by using *Show Not Tell (SNT)*. The result from this research hopefully able to use by students' class X SMA Xaverius Lubuklinggau in learning Short Story. Writing short story is one activity that must do to inculcate the students' creativities to explore their imagination and intuition related phenomenon that have done in their daily life trough language media. Method that used in this research was research and development. Therefore developing of material in this research combined developing model Jolly and Bolito, developing model Dick, Carey and Carey. The steps of the development of teaching materials in this study were 1) identification of needs; 2) Exploration material needs; 3) Realization contextual teaching materials; 7) Revised modules based on the results of the validation of a team of experts / specialists; 8) The field trials of the 25 students. Thus, research and development were process to develop and validate a product of education. Furthermore, data collection and data analysis in this study using the technique of questionnaires, interviews, and tests. From the data obtained information about the highest score on the pretest was 85 the highest value and the lowest value was 40, whereas in posttest, the highest value was 95 and the lowest value was 60. That is, there was an increase in the ability of students after using the results of the development of teaching materials.

Keywords: developmental research, writing short stories, show not tell model

A. Introduction

There are four components of language skill is one of them, namely writing skills. Writing is an activity that is productive and expressive. Although it looks easy, in fact, not everyone can write. This is due to write is a complex business and does not come naturally, but through continuous training. The importance of mastering the skill of writing is supported by the

opinion of Slamet (2007:95) which says that the skill of writing is a form of language which is very important in addition to the skills of listening, speaking, and reading. The success of the learning process of students is determined by his ability to write which one of them to write short stories based on reality experiences.

Writing short stories is one of the activities that need to be done to develop the student's skills in expressing the imagination and intuition about the phenomenon experienced in daily life using the language media. By writing short stories, students can be more sensitive to its environment through the presentation of observations or experience memorable for him. Short story can be regarded as a form of narrative prose that tends solid and straight to the goal, usually focusing on one incident, has a plot, a single setting, a limited number of characters, and covers a short time to read

Kosasih (2008: 53) says that the short story is the story according to the physical form of short form the size of the length of the short story is relative. However, in general, the short story is a story that runs read about ten minutes or half an hour. Total said around 500-5000 words. Therefore, the short story is often expressed as a story that can be read in one sitting, which are presented briefly with a simple flow.

The results of the author's observation in class X SMA Xaverius Lubuklinggau revealed that the implementation of activities only to write short stories, results-oriented or achievements of the passing standards and not on the process. The strategy used is the teacher assigns students to write the theme and select a title in his writings, namely 1) the experience of vocation; 2) visiting friend has sick; 3) vocation to the zoo; 4) be a champion. Finishing writing activities, then the work of students assessed, and the last is to note good students who get good grades anyway. This activity seems to be very difficult for the students, let alone prosecuted tangible literary writing (short stories) were full of literary value. In addition, one meeting was not quite used to write short stories. Meanwhile, the expected completion time of 2x45 minutes a learning activity.

Students having difficulty in writing is something that is fair, because writing a short story is a complicated process. The complexity of writing and less comfort his students show results. Therefore, students need serious attention from the teacher. Classes need to be conditioned with a comfortable atmosphere, warm so that students feel safe and not feel threatened. The warm atmosphere would be realized if the teacher shows his desire to design a variety of activities that can stimulate curiosity to motivate students in their ideas through writing.

Learning to write short stories contained in the Education Unit Level High School class X on Competence Standard and Basic Competence essays writing based life itself in the short story (actors, events, background). While the goals to be achieved in this study revealed that students were able to experience ourselves and others into stories (actors, events, background). But in fact the students have not been able to write short stories. Students' difficulties in learning write short stories, because teachers still use conventional learning models.

Besides not using varied models, teachers are not using media appropriate to the context of learning lessons. Media used only chalkboard to record the subject matter to students. Teachers also did not provide examples of the diverse stories that can support the learning skills of writing short stories. Magazine walls are also not pursued properly and no visible displays of students' work, especially short stories. These causes the students are not skilled to write short stories.

On the other hand, the teachers focused on textbooks Indonesian such as BSE (Electronic School Book). Book resources used by teachers in general do not contain learning materials and guidelines for complete short story writing. Short story writing material left from events experienced as: 1) learning materials are presented in the form of short stories understanding, sources telling stories that events that never happened, and examples of short stories; 2) As part of the assignment, students were asked to record the experience I've ever experienced, then present in the form of a writing frame; 3) Students are required to develop a framework for writing into short stories.

The foregoing is not in accordance with the terms of teaching materials was good. In fact, the teaching materials are one source and instructional media has an important role in the learning process. Instructional materials used as a guideline for teachers and students in learning both independently and in face-to-face activities. According to Siahaan (1987: 1) a material development (teaching materials) is one that is developed according to the objectives that have been formulated in advance, and that objective in terms of teaching the curriculum that is contained in the Outline of Teaching Program (GBPP). Ministry of Education (2008: 8) states that teaching materials should include instruction learning, competency to be achieved, the

material learning, supporting information, exercises, worksheets (LK), evaluation, and feedback on the results of the evaluation.

Efforts are being made by the developer of education in order to improve student achievement in learning Indonesian, especially on the material to write short stories. Students will be more interested if the story told by the facts that exist in the surrounding environment or by using reality as a medium. As an educator, researcher intends to develop teaching materials short story by applying the SNT model, and is expected to involve students in active and constructive in learning Indonesian. Through learning to write short stories will hopefully the learning process a fun, creative, and certainly not boring.

Based on Joyce, et al. (2009:24) *a model of teaching is a descriptive of learning environment, including our behavior as teaching our behavior as teachers when that model is used. These models have many uses, ranging from planning lesson and curriculum to designing instructional materials, including multimedia program.*

The model is a conceptual framework that describes procedural systematically organizing learning experiences to achieve the goal; it can be a series of approaches, strategies, methods, and techniques of learning. Thus, the model can simplify reality because reality is often too complex to describe. Complexity is unique to a particular situation, while the model can help identify generic and can be applied in various contexts. To overcome the difficulties students in writing activities, required learning writing strategy based on a comprehensive approach.

Related to this study, the model is applied to help students write the experience in the form of short stories which model is SNT (describing, not by preaching). SNT is developed by Rebekah Caplan (in De Porter dan Hernacki, 2007). SNT is a technique to accelerate the development of idea at the writing process in a manner opposite of tense preaches, then turn it into paragraphs that describe. For example, the sentence proclaiming, "It's a beautiful day, need to be amended in a manner described in a paragraph how beautiful it is, what day it happened, why it becomes a beautiful day."

Thus, the model of SNT from which to develop writing experience in the form of short stories because writing experience shows a reality and the facts of what was understood to be further described in the paragraph, not just preaching. Through the SNT model, the students helped to illustrate that to be disclosed in writing short stories, not only by way of assigning students to write is to be disclosed based on the choice of the title. Such a way that would result in the students' only preach, does not describe the real nature so that the reader can understand the purpose of writing less.

Through SNT model (describing and not informing), the students will be more motivated. Therefore, the SNT model conducted through several phases, namely, preparation. This means that students ideas, thoughts and feelings quickly. The idea of writing the results quickly and then developed into a rough draft. In this rough draft of the students are required to use sentences show (not tell). The next phase is to share. Each student reads the writings cross other students to get input will be a rough draft. After the editing and continued to write back before the evaluation.

Joyce & Weill (1986:76) state that:

Styles are learned (including self-taught) patterns of thinking and interacting in any domain, in this case education. Models are developed patterns that have been submitted to research and development. They are the technical base for a vocation. Everyone develops distinct styles-patterns that are fairly consistent and recognizable as the possession of the individual practitioner's repertoire. That repertoire can be enhanced through the study of developed models. As an aside, there are some difficulties that arise when discussing teaching styles and models of teaching because many educators do not like words like "technical" and there is no language for describing styles that has general acceptance throughout the education profession.

Furthermore, the model used by teachers in the learning process should be supported with complete source and quality learning materials. Teachers can explain learning materials in schools, and then students are given study material prepared by teachers for students can learn at home. Therefore, teaching materials modular writing short stories by applying the SNT model need to be developed. Sukmadinata (2004: 142) states that the module is a unit of learning discuss a particular subject matter systematically and sequentially to help students learn on their own in order to master the subject matter easily and precisely.

Learning module can be used as an alternative to overcome the limitations of the literature's books, especially in the limited time to write short stories and teach skills in writing short stories. Modules are composed of teachers can be designed using language and an attractive appearance in accordance with the level of development of students. This learning module can also help students learn on their own without the direct guidance of a teacher. Ministry of Education (2008: 13) states that the module generally consists of learning instructions (instructions of students and teachers), the competence to be achieved, the content or the content of the material, supporting information, exercise, work instructions can be either worksheet (LK), evaluation and feedback on the results of the evaluation.

Learning module is designed for students to learn independently with or without the presence of a teacher. Learning module is designed as the activities carried out in the classroom. To develop a learning module, the necessary strategy appropriate to the learning materials. One shapes in learning strategies that can make learning activities more fun and meaningful and can be applied in the learning module.

Based on the background above, the problem in this research are a) How does the module needs to write short stories by students and teachers; b) How to write short stories module design development results; c) How do the results of expert validation module developed writing short stories; d) What is the potential effect of writing short stories module development results.

The purpose of this study is a) Describe the module needs to write short stories by students and teachers; b) Describe the module design of the development of writing short stories; c) Describe the results of expert validation module developed writing short stories; d) Describe the potential effects of the development of modules to write short stories in class X SMA Xaverius Lubuklinggau.

B. Methodology

The method that used in this research was research and development. The main objective of this research is to develop products effective teaching materials so it can be used by students of class X SMA Xaverius Lubuklinggau. While the development of teaching materials in this study combines the development model Jolly & Bolito (in Tomlinson, 1998: 98) and a development model Dick, Carey, and Carey (2005: 60). The steps of the development of teaching materials in this study were 1) identification of needs; 2) Exploration material needs; 3) Realization of contextual teaching materials; 4) Realization of pedagogical; 5) Product instructional materials; 6) Validation of experts; 7) Revision module based on the results of validation of a team of experts / expert; 8) The field trials of the 25 students (one class).

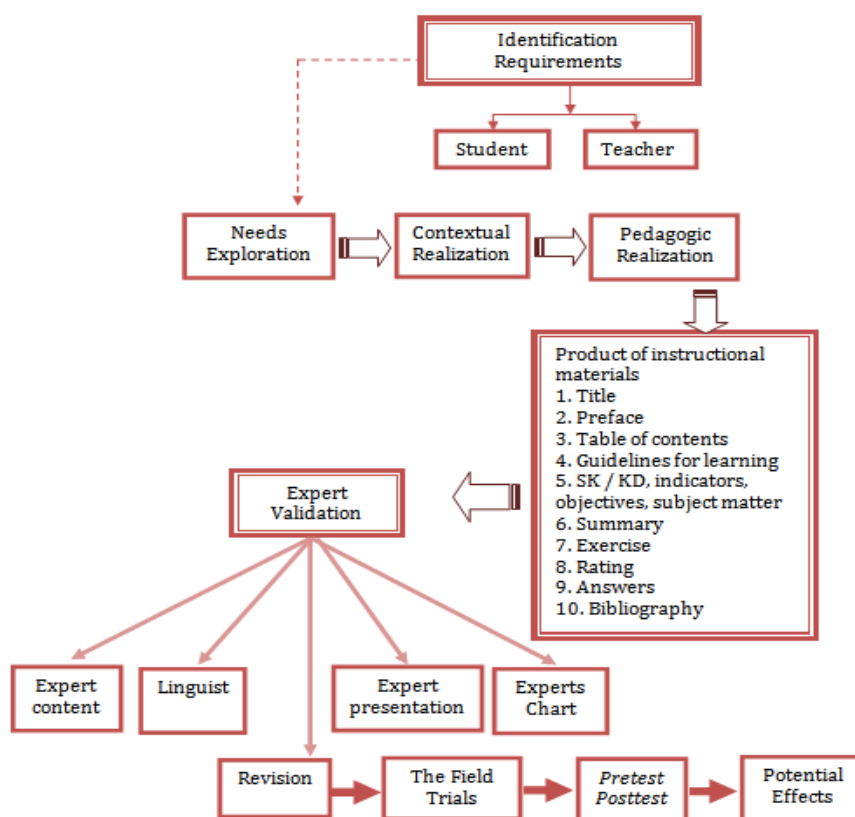


Figure 1. Conceptual Framework

Furthermore, the techniques of data collection and data analysis in this study using the technique of questionnaires, interviews, and tests. Mechanical questionnaire given to students and teachers and then processed in an objective then described and summarize.

The results of data's processing are used to complete the data to develop teaching materials to write short stories. While engineering tests conducted in this research that tests the performance of writing short stories based on the experience of the most exciting ever seen or experienced by students. Performance tests conducted at the time of writing short stories pretest and posttest.

C. Findings and Discussion

1. Analysis Results Needs for Students and Teachers

Identification of the high school students of Lubuklinggau Xavier's needs aimed to collect data on students' needs. The students' need with regard to teaching materials was developed by the researchers. The aspects that form the basis of the information needs of students teaching materials to write short stories in class X SMA Xaverius Lubuklinggau in this study, namely a) the response of students to the teaching materials that had been used in schools; b) the difficulties faced by students in writing short stories; c) the expectations of students to the teaching materials developed.

In order to obtain data related thereto, on March 19 until March 21, 2015 researchers gave a questionnaire is open to all students of class X SMA Xaverius Lubuklinggau totaling 150 students. Before the questionnaire was given, researchers explain prior to students about the questions contained in the questionnaire.

Based on the identification of the need for class X SMA Xaverius Lubuklinggau, of the answers to the questionnaire showed that 105 students (70%) do not like to write short stories, 20 students (13%) sometimes happy and 25 students (17%) like to write short stories. In connection with the teaching materials used in the classroom, the answers to the questionnaire indicate that the study subjects reported experiencing some difficulty in writing short stories, among them: first, the difficulty raised the idea or ideas. This is due in teaching materials used so far as the textbook is a book Creative on the Net Indonesia for Class X SMA bouquet Abdul Somad et al. less complete and less detailed clearly.

Secondly, having trouble in finding an idea as outline in writing paragraphs this was due in teaching materials that have been used less give an example of how to write short stories and lack of exercises to write short stories. In fact, to write short stories exercises required on an ongoing basis, which in turn students can write a short story short story writing in accordance with the criteria.

Third, the difficulty of linking words in everyday life that happened to be a story with a connotative language. This can happen because the students in everyday life rarely write activity. In connection with the expectations of students to instructional materials result of the development of researchers, the first, as many as 150 students (100%) were expecting in the teaching materials so that developed material will be clearer and more detailed, complemented with examples of short stories, the steps to write short stories , practice writing short stories, and a scoring rubric. In addition, the research subjects are also expected in the teaching materials developed should be designed as attractive as possible, a clear and systematic, and easily understood language.

While the teacher needs analysis, the results showed the same needs. Answers to the questionnaire showed that both Indonesian teachers are happy to provide the material to write short stories. According to him, by providing learning to write short stories will broaden the students, to train students to think habits, cultivate a love of literature, especially short stories, encourage students to learn to express what is felt and what he saw around him, and can be used as entertainment.

2. Validation's Results and Prototype Learning Material

a. Prototype of Material

Based on the identification of needs, shows that the relative needs of students and teachers were same. Students and teachers need instructional materials complete. Complete in the sense of teaching materials developed by researchers are: the nature of short stories, short story elements, steps to write short stories, the implementation of measures to write short stories and multiply exercises writing short stories.

Once the researchers analyzing the needs of students and teachers, researchers conducted a contextual realization and realization of pedagogic. In the contextual phase, researchers conducted analysis of learning objectives to be achieved, namely the students demanded to be able to write short stories.

The next stage is realistic pedagogical study realized by the preparation instructions; materials, training, and evaluation presented in writing short stories instructional materials development results. After the realization phase contextual and pedagogical, the next stage is the product of teaching materials, as for the design of teaching materials developed based on the analysis of the needs of students and teachers, can be seen in the following figure 2.

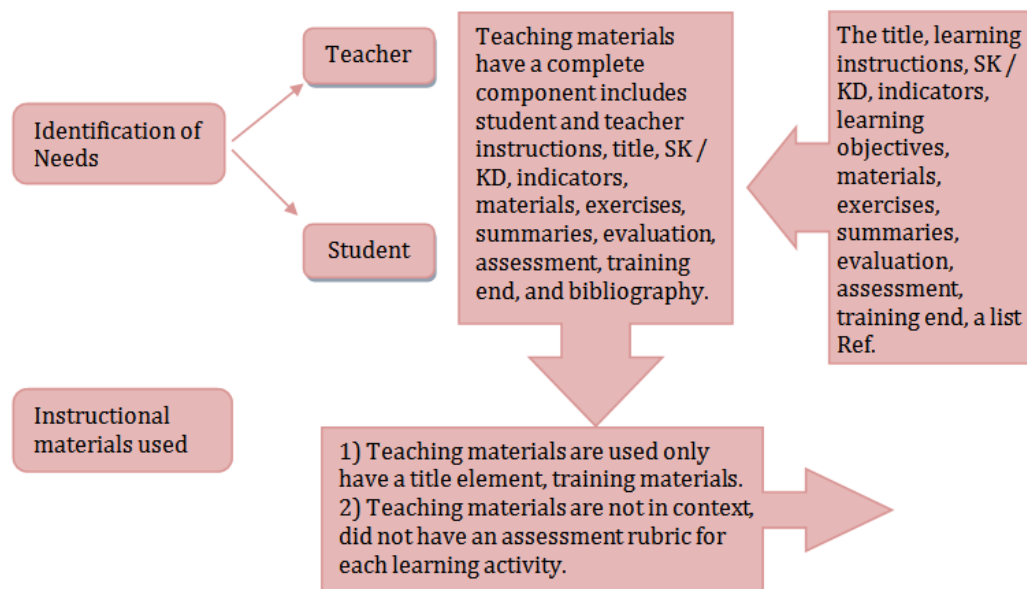


Figure 2. Developed Teaching Material Based on the Students and Teachers' Needs

b. Results Validation Module

Validation of modular teaching materials developed in this study was conducted from May 15, 2015 until May 27, 2015. The Validation of modular teaching materials includes 1) the feasibility of content, 2) the feasibility of language, 3) the feasibility of the presentation and chart. Expert or experts who assess teaching materials, namely Dr. Viri Grinita, M.Pd. (Lecturer at STKIP-PGRI Lubuklinggau) are assessing the feasibility of the content / materials, Dr. Agus Saripudin, M.Ed. (Lecturer at University of Sriwijaya) assess the feasibility of language, and Dr. Fadli, M.Pd. (Lecturer at STKIP-PGRI Lubuklinggau) assess the feasibility of the presentation and kegrafikaan. Overall contents of the feasibility aspects, language feasibility, feasibility and kegrafikaan presentation can be categorized either.

c. Development of Teaching Material Writing Short Stories

In general, teaching materials developed consists of three parts, namely the introduction, contents and cover. Preliminary component consists of the cover or front cover (containing the author's name, title of the module, and image), preface, table of contents, and instructions for use of modules for students and teachers. Furthermore, the body is composed of several learning activities, each of which activities include 1) the title of the activities that are tailored to the basic competence (KD), 2) indicators, 3) learning objectives, 4) a description of the material and examples, 5) training, 6) summarizing, 7) evaluation, and 8) the answer key.

At each event title uses the term learning activity 1, Short Story, Learning Activity 2, Writing short stories. In addition, the title of activities includes: the standard of competence, basic competence, indicators and objectives. Furthermore, on the content or materials on Learning Activity 1 begins with the definition of short stories, features stories, the kinds of stories, to identify elements of stories.

While on the content or materials on Learning Activity 2 started by giving an example of writing short stories based on the steps to write short stories through SNT model. Giving the example of writing short stories, intended to make students before writing short stories have

knowledge or techniques how to write short stories. It is known that in essence writing a short story is an easy activity. Easy in the sense that writing a short story is actually phrased back from what was experienced and perceived the writer then transferred to the written language. After giving an example of writing short stories, and then practice writing short stories independently.

3. Results of Field Test

a. Data Presentation pretest before using Learning Model Show Not Tell

Short story writing test before using teaching materials development results conducted on May 23, 2015. Tests done when learning to write short stories basic competencies writing short stories using teaching materials that came from the book "Active and Creative Net Indonesia for Class X SMA / MA" by Abdul Somad, et al.

Based on the pre-test data analysis of capability to write a short story involving class X SMA Xavier Lubuklinggau with number of 25 students before using SNT learning strategies obtained a description of varying values. The highest value of 85 was obtained by 1 student and the lowest value of 40 obtained 3 students. Based on the results of the calculation of the average value of students wrote short stories before using teaching materials development outcomes researcher is 66.88. More specifically, the value pretest results obtained by the students can be seen in Table 10.

b. Posts Data Presentation Using Learning Model Show Not Tell

Based on the post-test data analysis of capability to write short stories in class X SMA using learning SNT model which is given to 25 students obtained various scores. The highest score of 95 obtained by one student and the lowest score of 60 obtained 1 student. Here is the scores of pretest and posttest of writing a poem:

Tabel 1: Score of Writing Short Story

No.	Students' Number	Score	
		<i>Pretest</i>	<i>Posttest</i>
1	SK	76	87
2	NM	65	78
3	BS	75	87
4	YP	70	85
5	LL	65	80
6	RD	40	65
7	AS	75	86
8	CS	65	80
9	SF	70	85
10	NK	80	90
11	RS	40	65
12	DM	78	90
13	VL	65	80
14	MA	73	80
15	AR	75	85
16	MS	60	75
17	CF	70	83
18	OK	40	60
19	NJ	83	94
20	MR	70	80
21	YK	74	85
22	DV	60	74
23	MI	85	95
24	MH	73	85
25	MR	45	65
	Amount	1672	2019
	Average	66,88	80,76
	Difference		13,88

From the data obtained information about the highs and lows during the pretest and posttest. The highest score on the pretest 85 and the lowest score is 40, while the highest value posttest 95 and 60. That is the lowest score, there is an increase in the ability of students after using the results of the development of teaching materials. From the table it can also be calculated the difference between the highest score was 10 and the lowest 20. More details can be seen in chart 1 below.

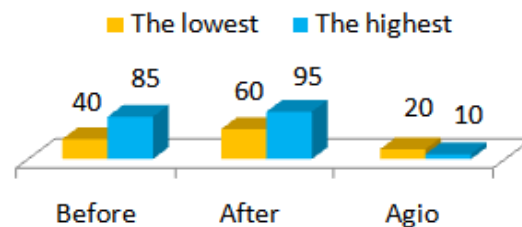


Chart 1. Pretest and Posttest Score in Writing Short Story

Based on the above chart can be seen an increase in the value obtained by the students after using modular teaching materials development results. From these values there are also differences in the average value before and after the use of teaching materials development results. Differences in average values can be seen in chart 2 below.

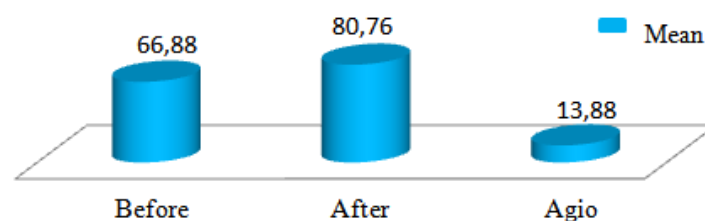


Chart 2. The Average Value of Pretest and Posttest to Write Short Stories

c. Interview's result

Interview research was conducted during the development of needs analysis. The interview aims to complete the questionnaire data is to determine the response of students and teachers to the teaching materials that had been used in schools, the difficulties faced by students in writing short stories, and expectations of the teaching materials developed.

Based on students and teachers' interviews, as a whole are not much different. That is, students and teachers require attractive teaching materials, complete, and easy language understood. Interesting in the sense of the instructional materials should be designed in accordance with the conditions or environment close to the students. With hope when students use the results of the development of teaching materials, students are motivated and there is a desire to learn to write short stories.

While complete in the sense of teaching materials developed should either theories ranging from the nature of short stories, feature stories, the kinds of stories, the building blocks of the short story to short story writing technique and its application. Furthermore, the language is easy to understand the meaning of the language contained in the material should use appropriate language standard. In addition, physical appearance or cover should be made more attractive and full color.

d. Discussion

Based on the results of the identification of needs conducted by researchers at the class X SMA Xaverius Lubuklinggau, data showed that students experience some difficulties in writing short stories. In order to overcome these difficulties generally students require special teaching material to write short stories complete, easy to understand language, fun, exciting, and motivating students to improve creativity in writing short stories. To meet the needs of teaching

materials are easy to understand, in the instructional materials furnished by the study of theory starts from the definition of short stories, short stories identifying examples of short stories, the steps to write short stories, and how to apply the steps to write the short story.

Related to training, research subjects need training to write short stories. However, prior to training students to write short stories in this module are given examples of how to write short stories or techniques through SNT model. It aims to change the perception of students that writing a short story is a simple matter.

Furthermore, to meet the needs of teachers and students about writing short stories to be more easily understood, the teaching materials developed in it an example of the short story or the environment in accordance with the conditions of students. This indicates that the module is the result of the development of truly contextual research in accordance with the real conditions of the students and the surrounding environment. In line with the opinion of Tomlinson (1998: 5-7) that good teaching materials should make an impact and give comfort to the students. That is, teaching materials should include illustrations of images, photos, colors and topics that interest students.

Furthermore, teaching materials must also be related to social environment so that students easily understand each learning contained in the module, for something that is already known to students will enable them to absorb the material learned. Before the result of the development of teaching materials researchers awarded to class X SMA Xaverius Lubuklinggau, instructional materials do validation experts to get feedback and suggestions from experts. Therefore, the prototype teaching materials write a short story of the development of researchers can be declared fit for use by high school students of class X Xavier Lubuklinggau.

Thus, the results of this development module have several advantages when compared with teaching materials that had been used in schools. First, module results of this development are based on the analysis of the needs of students and teachers. Second, module development result of this research is practical and systematic. Practical teaching materials tailored to the student's learning style are not the same with each other. This is in line with the opinion of Lestari (2013: 7) that the characteristics of the different students from various backgrounds will be helped by the teaching materials. Teaching materials can be studied students according to ability.

Setiawan (2007: 12) also said that the teaching material that is both instructional materials in accordance with the characteristics of students and the learning objectives are achieved. Teaching materials must also be presented in a systematic, complete, has appeal, using a language that is easily understood. Likewise, Prastowo (2011: 17) is good teaching materials teaching materials prepared in accordance with the characteristics of students and shows the figure of the whole of the competencies to be mastered by the student in the learning process.

Based on the limited field test results were given to 25 students of class X SMA Xaverius Lubuklinggau in performing work of writing short stories show an increase in the average value in writing short stories. This is evidenced by the results of the test after students used to write short stories of the development of teaching materials researchers have increased the average value of 66.88 into 80.76 (the difference between 13, 88).

Next, the result of calculation t-test using SPSS 19 is also known that the teaching materials writing short story of the development of positive effect of increasing students' skills in writing short stories. In other words, there was an increase in the student's ability to write short stories after using the results of the development of teaching materials researchers.

In addition to field test data, showed an increase in the average value after using the results of the development of teaching materials, it is also supported by data from interviews the researchers did to the two students to represent all the students who have used the results of the development of teaching materials researchers. Based on the interview, according to the students teaching materials to write short stories help solve difficulties that have been encountered.

Therefore, students are happy with their teaching materials to write short stories of the development can facilitate students in writing short stories. This is in line with the opinion of Harvest (2001: 9) that the teaching material is a set of materials arranged in a systematic featuring the figure full of competencies which students will learn and assist in the learning process.

D. Conclusions and Suggestion

1. Conclusions

Based on the results of research and discussion presented in the previous chapters, some conclusions can be drawn.

First, students and teachers have the same needs that the teaching materials are complete. Complete within the meaning of the instructional materials presented ranging from the nature of the short story up the steps to write short stories and application steps wrote the short story. Then the exercises to write short stories, there is an answer key, and the scoring rubric. Furthermore, the need of teaching materials those were color (full color) and an interesting image. The goal is to motivate students to improve the skills of writing short stories.

Second, prototype teaching materials modular development results include the components (1) Cover, (2) the introduction, (3) a table of contents, (4) user learning, (5) the standard competence / basic competency / indicator, (6) material, (7) training, (8) To summarize, (9) the evaluation, (10) judgment, (11) the end of the exercise, and (12) bibliography.

Third, teaching materials development results can be expressed either in high school or feasible to use Lubuklinggau Xavier. It is based on the results of expert validation performed on four aspects, namely the feasibility of the content, appropriateness of language, presentation feasibility, and layout feasibility.

Fourth, instructional materials development results have potential impact in improving students' ability to write short stories. It is based on the test results limited field increased the average value after students using teaching materials modular development results from 66.88 into 80.76 (13.88 difference).

2. Suggestions

In connection with the research results, discussion and conclusions above, there are some suggestions that may be filed, among others.

- 1) The Indonesian teachers, especially teachers who teach in high school Xavier Lubuklinggau should develop teaching materials that can be used to facilitate or expedite the process of teaching and learning in the classroom to enhance students' skills in writing short stories.
- 2) Teaching materials developed in this study, the researchers only restrict short story writing. Therefore, should the developers especially Indonesian teachers can conduct advanced research with the theme of education, character education, and so forth.
- 3) Teaching materials developed in this study was completed in limited field trial phase is only at one school. In order to obtain teaching materials written short stories that fit the needs broadly, further research needs to be done by considering the broader needs of students and teachers from several schools that have different characteristics.

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