Feasibility and Practicality of the Results of Developing Short Story Writing Teaching Materials Based on Students' Experiences Using the Expressive Writing Method

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Abstract

This research aims to produce a structure of teaching materials for writing short stories based on students' experiences using the expressive writing method and test the results of the validity and practicality of the structure of teaching materials for writing short stories based on students' experiences using the expressive writing method for class VII students of SMPIT Darussalam Makassar. This research uses the Research and Development (R&D) type of research and development with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model which is used in developing instructional design. The data used is firstly qualitative data obtained from interviews, questionnaires, suggestions, criticism from Indonesian language teachers and students as well as expert opinions. Second, quantitative data obtained from the results of validation tests and practicality tests using formulations that produce assessment scores from the validator of the teaching materials being developed. Teaching materials have been validated by experts and practitioners, consisting of four aspects whose validation has been tested, namely content/material aspect with an average value of 0.92 (very feasible), presentation aspect with an average value 0.91 (very feasible), language feasibility with an average value of 0.90 (very feasible), and graphic feasibility with an average value of 0.92 (very feasible). The practicality test was carried out by 2 Indonesian language teachers and 60 students of SMPIT Darussalam Makassar with results of 84.16% for teachers and 81% for students obtained from the results of assessing aspects of appearance, aspects of clarity of material, aspects of design, aspects of ability to motivate students, and aspects of the ability to develop students' knowledge. The results of the validation test and practicality test of teaching materials for writing short stories based on students' experiences using the expressive writing method were stated to be very feasible and very practical to use in learning to write short stories at junior high school level.

Keywords: Short Story Writing, Expressive Writing, Experience

1. Introduction

Writing skills are a fundamental part of the student learning process at school in Indonesian language subjects. This means that this learning is always taught at all levels of education with the aim that students are able to express ideas, ideas, feelings, opinions and communicate well through writing. However, in reality, based on the results of a survey by the Program for

International Student Assessment (PISA) in 2022 which was announced on December 5 2023 involving 81 countries, Indonesia is in 68th place with a literacy ability score of 371 which concludes that there has been a drastic decline in student performance (steep learning loss) (Syamsir, 2023). The results displayed by PISA provide an evaluation of the level of success of a learning system, the transition process from the 2013 curriculum to the Merdeka curriculum has not yet been fully implemented. Students' literacy skills can be sought to increase with maximum student involvement, this is accommodated by the Merdeka curriculum by giving schools the right to determine learning methods according to student needs and local potential or based on student experience.

Efforts are always made so that students' interest in literacy can increase by learning Indonesian from the lowest to the highest level of education. Apart from reading, literacy is also developed through students' ability to write. Writing skills have a very important role in the world of education and one form of learning to write for students at school is creative writing or writing short stories. Learning Indonesian, especially writing fiction, has been taught since elementary school level V. Writing fiction, one of which is writing short stories, is introduced as composing at elementary school level. Writing fiction in elementary school becomes a means of expressing children's feelings or emotions and experiences (Nurmina, 2016). At the sevent=h grade junior high school level, the short story writing discussion guidebook provides limitations for students to write short stories according to a specified theme. This can limit students in developing their ideas, notions and imagination. Apart from that, students find it difficult to develop their thoughts and ideas in written form according to the Indonesian language subject teacher in class VII at SMPIT Darussalam Makassar, which can be seen from the results of the short story writing assignment when the researcher conducted initial observations.

Student learning outcomes in writing short stories at school are not as expected. Students' abilities and skills in creating written works in the form of short stories tend to be rigid and do not develop into short stories. This can be seen from several conditions when giving practical writing assignments. The conditions in question include, when students are asked to tell a story about a particular theme or experience, it is still very difficult to develop it into an interesting storyline. Apart from that, the vocabulary and sentences that are composed still lack literary value so that readers or listeners find it difficult to understand the plot of the short stories that are made and seem mediocre, then the students' expressions and imagination when making short stories are not yet visible in the written work they make.

Badudu in (Umar, 2004) states that there are several things that can be used as the basis for students' writing skills being very low, including (1) the low intensity of students' writing activities, (2) students' written work is not of good quality, (3) enthusiasm and enthusiasm. who are lacking in learning to write or learning Indonesian, and (4) in the process of learning to write students find it difficult to bring out their creativity. The same problem was stated by (Wahyuningtyas et al., 2016) that there are two factors that become obstacles in learning to write short stories, namely internal factors with the problem point being in students who find it difficult to find and develop ideas, while external factors lie in teaching methods and materials. used. In order to discover and develop students' ideas, concepts and imagination, appropriate teaching methods and materials are needed.

The current teaching materials only contain examples and methods for presenting learning, but do not accommodate teaching materials that contain steps that can help students generate ideas and develop actual imagination according to the conditions of students' experiences in everyday

life. The existing teaching materials do not yet show the stages of the short story writing process which are born from students' thoughts, thoughts and experiences. So, researchers offer to develop teaching materials for writing short stories based on students' experiences using the expressive writing method.

Writing short stories cannot be specifically tied to a certain theme because each student has different experiences and stories. In order to produce good written work, methods, processes and broad imagination are needed (Puspitasari et al., 2014). One effective learning method is a personal approach, one of which is experience-based. An experience-based learning method has been developed which is called the Experiential Learning model (experience-based). Sriani in (Riyanti & Rochmiyati, 2023) states that the experience-based learning model (experiential learning) makes students more active in exploring knowledge, skills and attitudes through the experiences they experience in the real world. Writing short stories based on students' experiences can give students freedom of expression. Apart from that, each student's experiences can be further developed in the form of feelings or expressions expressed in written form, which is called the expressive writing method.

The expressive writing method was first developed in the late 1980s by James W. Pennebakers as guidance counseling or a method of overcoming trauma with writing therapy. Apart from overcoming trauma, the expressive writing method was then developed as an effective writing method in generating ideas and ideas so that this expressive writing method was effectively used in Indonesian language subjects, especially in short story writing assignments. This was tested in a student creativity program and showed that using the expressive writing method could produce a book containing a collection of written works of short stories, poetry and personal letters for female inmates at the Makassar Class 1 Detention Center (Astriyanti et al., 2019).

The teaching materials developed contain steps for writing experience-based short stories using the expressive writing method used through a personal approach. Students will be taken to be part of the theme that will be raised so that students feel relaxed about expressing their thoughts, ideas, expressions and imaginations into short stories because they are based on each student's experiences. This expressive writing method has steps that are not too monotonous. There are four stages of the expressive writing method, namely starting with the stage of building initial awareness of writing (recognition/initial writing). Second, the diagnosis stage or initial examination and writing exercise (examination & writing exercise). Third, the feedback or writing development stage (juxtaposition/feedback). The final stage is application (application to the self) and it is hoped that students will be able to apply new things discovered after writing (Hynes & Hynes in Susanti, 2013).

Through the expressive writing method, students are directed to write short stories with thoughts, concepts and imagination and have expression values according to the students' experiences, events, happenings and emotions. The development of this teaching material is in the form of a module. Learning to write short stories using this method provides maximum effect in terms of enthusiasm for learning, knowledge, skills, and fosters self-confidence for students to publish the written work they create. The resulting short stories give readers a different feel, even though they have the same theme.

The development of teaching materials is always needed to achieve educational goals even though the existing teaching material methods cannot be completely eliminated. However, the existence of new teaching material methods makes it possible to combine previous teaching material methods. The development of new teaching materials was born as a result of evaluating

previous teaching materials and the testing process and implementation of teaching materials. Teaching materials are an important aspect in the world of education because teaching materials are a means to support the learning process (Khulsum et al., 2018). Therefore, the teaching materials that have been developed must be tested for feasibility and practicality.

Before this research and development was carried out, there were several relevant the writing in the here and now method using audiovisual media. Puji's research focuses on writing short stories reflexively with dramatic audio accompaniment. Something similar by using the copy the master strategy through audiovisual media. This research used the expressive writing method with a personal approach, while the method developed by Puji and Seniwati used audio media. Using the expressive writing method to develop teaching materials is an effective form of writing short stories.

Based on the conditions of learning to write short stories above and the relevance of other research, it is deemed necessary to develop teaching materials and these teaching materials are tested both from the aspect of feasibility and from the aspect of practicality on teaching materials for writing short stories based on students' experiences using the expressive writing method in the eyes Indonesian language lessons.

2. Methods

This research uses research and development (R&D) with the ADDIE model. Robert Maribe Branch in Sugiyono (2019) stated that ADDIE, the acronym for Analysis, Design, Development, Implementation, Evaluation, is a model used in developing Instructional Design (Learning Design). In this research, several stages were carried out, namely analysis, design, development, evaluation and implementation. The implementation phase carried out is still limited to measuring the level of practicality which is only within the scope of Indonesian Language teachers and students of SMPIT Darussalam Makassar Class VII. The research and development carried out aims to produce products as a form of developing teaching materials in the form of short story writing modules based on students' experiences using the expressive writing method.

There are two data analysis techniques used in this development research, namely descriptive qualitative. This technique is used to process and group qualitative data information in the form of input, criticism, suggestions and constructive responses to improve the results of interviews and questionnaires. All qualitative data collected will be summarized and conclusions and improvements will be drawn by the researcher. The analysis technique uses quantitative descriptive, namely analyzing the data obtained.

The steps used in developing teaching materials for writing short stories based on students' experiences using the expressive writing method consist of five stages. (1) Analysis, namely analyzing student characteristics, analyzing student needs for teaching materials, and analyzing materials in accordance with competency demands. (2) Design, carried out with the aim of developing teaching materials. (3) Development, namely the activity of realizing the design specifications of teaching materials into physical form so that in this activity a development product prototype can be seen based on the design stage. (4) Evaluation, there are two forms of evaluation in this research, namely evaluation of each stage (formative evaluation) and evaluation of the final results. (5) Implementation, this stage is a form of trialling the use of teaching materials that have been developed which are directly used by teachers and students.

So that development results can be measured, product validation tests and practicality tests are carried out. Product validation tests for developing teaching materials are carried out to measure

the level of validity of a product. The product validation testing stage in this research was carried out at the teaching material development stage and then tested until the level of validity of a teaching material was considered feasible and fulfilled the aspects of the teaching material being developed. The validation test stage is the validation test stage for experts and practitioners. This stage involves experts, namely lecturers or professors who have specific expertise in language and teaching material design, and practitioners who involve Indonesian language subject teachers. Next, the practicality test, in this test, the teaching materials that have been developed are tested for their practical use among Indonesian language teachers and students.

3. Results and Discussion

The research and development carried out produced teaching materials for writing short stories based on students' experiences using the expressive writing method at SMPIT Darussalam Makassar. In this section, we will describe the discussion of the research results, which includes three sub-discussions, namely (1) the structure of the teaching materials, (2) the results of the validation of the feasibility of expert and practitioner testing and the results of the practicality of the teaching materials developed, and (3) a discussion of the development results.

Students' needs for teaching material development products can be seen at the analysis stage. This stage is carried out as a form of identifying student needs. Data collection is carried out by filling out a questionnaire or questionnaire form online. A total of 13 questions in the questionnaire were filled in by 60 students (two classes) of class VII SMPIT Darussalam Makassar. The percentage results of student responses are as follows.

Table 1. Questionnaire Data Analysis

Question Description	Answer Choices	Respondent	Percentage
What is the process of presenting material in learning to write short stories?	Very good	11	18%
	Good	32	53%
	not good	17	28%
	very not good	0	0%
How interesting is the process of learning to write short stories?	very interesting	5	8%
	interesting	35	58%
	not attractive	18	30%
	very uninteresting	2	3%
Do you want to tell in written form the memorable events and experiences you have experienced?	really want to	27	45%
	want to	25	42%
	do not want	8	13%
	really don't want to	0	0%
Do the themes/topics in learning to write short stories match your experiences and feelings?	very suitable	5	8%
	in accordance	20	33%
	it is not in	35	58%

	accordance with		
	very inappropriate	0	0%
How interesting is the theme/topic in learning to write short stories?	very interesting	8	13%
	interesting	15	25%
	not attractive	36	60%
	very uninteresting	1	2%
What abilities do you have to write short stories?	Very good	5	8%
	Good	12	20%
	not good	38	63%
	very not good	5	8%
Are you sure you can write and develop ideas after studying short stories?	very confident	5	8%
	Certain	42	70%
	not sure	10	17%
	very unsure	3	5%
What benefits do you get from learning to write short stories?	Very good	21	35%
	Good	35	58%
	not good	2	3%
	very not good	2	3%
In your opinion, does bringing up personal expressions and experiences as themes/topics in writing short stories make it easier to develop short story writing?	strongly agree	24	40%
	agree	36	60%
	don't agree	0	0%
	strongly disagree	0	0%
What do you think, if the theme/topic of writing short stories is adapted to personal experience which is used as a learning resource in learning to write short stories?	strongly agree	19	32%
	agree	41	68%
	don't agree	0	0%
	strongly disagree	0	0%
Do you agree that ideas and thoughts in writing short story topics are determined based on your own experience?	strongly agree	14	23%
	agree	45	75%
	don't agree	1	2%
	strongly disagree	0	0%
Do you agree that having teaching materials will make the process of learning to write short stories easier?	strongly agree	18	30%
	agree	42	70%
	don't agree	0	0%
	strongly disagree	0	0%

In your opinion, can additional references in learning to write short stories increase learning motivation?	strongly agree	23	38%
	agree	35	58%
	don't agree	2	3%
	strongly disagree	0	0%

Analysis of the table above shows that students still experience obstacles in finding and generating ideas and thoughts in writing short stories (63%). Students feel freer to develop their writing based on personal experience through the expressive writing method (40% to 60%). Students also agree that themes/topics of personal experience are used as a learning resource in writing short stories (68%). Students agree more if ideas and concepts are determined based on personal experience (75%). Therefore, students agree if there is an interactive module (70%) and if there are additional references (58%). This percentage shows that a way is needed to improve students' abilities in writing short stories.

Apart from analyzing the needs of students, researchers also looked at analyzing the needs of Indonesian language subject teachers at SMPIT Darussalam Makassar. The teacher provides a description of the students' conditions in the teaching and learning process and the modules needed for teaching. The results of interviews with Indonesian language teachers informed that currently students need modules that are interactive, interesting and don't have too many examples, but give students the freedom to express their thoughts and ideas according to what they experience, whether according to personal experience or things that have been memorable.

From the analysis of the needs of students and teachers above, a product was developed in the form of a short story writing learning module based on students' experiences using the expressive writing method. The title of the teaching material module being developed is "Writing Short Stories Based on Student Experience Using the Expressive Writing Method." The material used is A4 size paper (21cm x 29.7cm) and the target module is class VII SMP/MTs students. The module consists of 50 pages with the following specifications.

Table 2. Teaching Material Module Specifications

Main Part	Contents of the Teaching Materials Module
Module Cover	Contains the name of the teaching material module
General Instructions	Contains an explanation of learning achievement indicators
Part 1 Introduction	- Introduction - Learning Objective - Benefits - Instructions for Use - Results Obtained - Evaluation
Part II Getting to Know Short Stories	- Introduction - Definition of short story - Types of Short Stories - Characteristics of Short Stories - Short Story Building Elements - Short Story Structure

	• Summary • Evaluation • Reflection
Part III Expressive Writing Method	• Introduction • Understanding Expressive Writing Methods • Source of Ideas for Expressive Writing Methods • Steps to the Expressive Writing Method • Techniques for Implementing the Expressive Writing Method • Quiz • Reflection
Part IV Reflective Writing with "Environmental Themes"	• Introduction • Implementation of short story writing based on student experience using the Expressive Writing Method
Part V Reflective Writing with "Disaster Theme	• Introduction • Implementation of short story writing based on student experience using the Expressive Writing Method
Part VI Reflective Writing with a "Friendship Theme"	• Introduction • Implementation of short story writing based on student experience using the Expressive Writing Method

Based on the table above, the form and model of the teaching material module can be described based on its parts as follows.

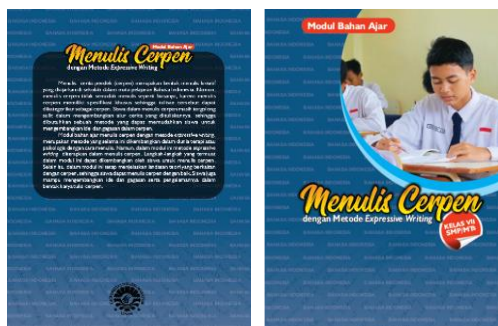**Module Cover and General Instructions**

Figure 1. Front Cover and Back Cover of the Module

The cover consists of a front cover and a blue back cover. The front cover contains information about the type of book and the title of the book "Writing Short Stories Based on Student Experience Using the Expressive Writing Method". Target of the SMP/MTs class VII module, illustration of students writing. The back cover contains the title of the module, as well as an overview of the overall contents of the module being created and has the publisher's or agency's logo. The contents of the module begin with the first page showing the inside cover, module

publication information which includes the module title, author, layout, cover designer, cover illustration photo source, print year, size, number of pages, copyright and publisher. Next, a foreword containing thanksgiving, background to the creation of the module, description of the module and appreciation/thanks and apologies, table of contents, and learning achievements.

Part I Introduction

Figure 2. Part 1 Introduction

The first part of this module presents the learning objectives. This introductory section is the part that contains an explanation of the module, learning objectives, benefits, instructions for use and motivation for writing. Each section on the introductory page contains illustrative images and motivational sentences.

Part II Getting to Know Short Stories

Figure 3. Part II Getting to Know Short Stories

Part II contains short story material with the title getting to know short stories. This part of the page begins with an introduction which explains the general description of writing short stories, motivation for writing in sentence form in a separate column, explains the meaning of short stories, types of short stories, building blocks of short stories, structure of short stories and is equipped with exercises and reflection. The contents of each page are made short and interactive so that it is easy to understand and not boring by presenting the material with colorful illustrations and fun exercises in the form of evaluations.

Part III Expressive Writing Method

Figure 4. Part III Expressive Writing Short Story Method

Part III of this module is the expressive writing method. Similar to the previous sections, this page begins with learning objectives (things you want to achieve after this lesson). Introduction, then an introduction to the figure who pioneered the expressive writing method, and an overview of the expressive writing method, various sources of ideas in writing, steps in writing using the expressive writing method. Furthermore, the implementation technique is equipped with a quiz, as a form of evaluation and reflection.

The application of short story writing based on students' experiences using the expressive writing method can be seen in the implementation steps and techniques in part III. The content is made interestingly and uses soft coloring so that it can trigger students' feelings. The quiz is a tool to help students remember theory, and is equipped with a reflection column before entering practice or writing practice in the next section. The quiz is expected to be able to enable students to recall the important parts of short stories and expressive writing methods.

Parts IV, V and VI Reflective Writing

Figure 5. Parts IV, V and VI Include Biographies of Famous Authors

This section includes the implementation of short story writing based on students' experiences using the expressive writing method. This section is equipped with motivation, introduction and implementation for writing. Parts IV, V, and VI are created by theme so that students will be more focused in writing according to their own personal experiences. Each section is equipped with a biography of a famous Indonesian writer so that students can be inspired.

Parts IV, V, and VI are an important part in the process of writing short stories based on students' experiences using the expressive writing method because each part is equipped with writing implementations with different themes. This theme becomes a trigger and introduction for students to come up with ideas for writing according to feelings and experiences they have had

that match the theme. This section also features instrumental music used in the reflection process. After the writing activity, students can express their feelings while writing and become material for reflection. In this section, students can also write messages or lessons in life related to what was written previously.

The final part of this teaching material module consists of an answer key to match students' answers to the quiz and as a benchmark to determine students' mastery of the material. This section is equipped with a bibliography as information on reference sources used in compiling the model. Apart from that, the bibliography also serves as a guide for students to look for references or similar references. This section is also equipped with a glossary, which functions as a small dictionary containing foreign words or terms, and an index is a tool to help you find the location of the page, these terms are in modules, the index is arranged in alphabetical order. Apart from that, at the end, students are equipped with certificates as a form of appreciation for their efforts in making works in the form of short stories.

Validation Test

The module that has been created is then subjected to validation testing. The validation test results determine that the components or contents of this teaching material module meet product suitability. The validation test was carried out using a questionnaire/questionnaire sheet. The aspect that is assessed is the content/material aspect, this aspect is related to the depth of the material, the consistency of the material, the accuracy of facts and concepts, the suitability of the illustrations, the up-to-date features, and the suitability with the theory of short story writing.

The presentation aspect is an aspect of the teaching material module which includes the presentation of learning steps, presentation of examples/illustrations, proportion of images and text, suitability to learning objectives, systematic consistency and consistency of presentation. The language aspect is related to suitability to the level of development of students' thinking, accuracy of grammar, spelling and terms, and communicativeness. Graphic aspects include suitability of the book format, attractive design (cover and contents), font size, and quality of paper and printing.

The modules that have been completed are then carried out validation tests by experts and practitioners consisting of teaching materials expert Dr. Mayong, M.Pd., and Dr. Sakaria, S.S., S.Pd., M.Pd and practitioner (Indonesian language subject teacher) Surianti, S.Pd. Based on the module that has been prepared, there are four aspects that serve as validation test criteria, namely (1) content/material aspect, (2) presentation aspect, (3) language aspect, and (4) graphic aspect. These aspects have their own indicators and criteria. Each criterion has an assessment weight resulting from viewing and observing the modules that have been prepared. The results achieved are processed based on a predetermined formulation. The validation test results are as follows.

Table 3. Data from Expert and Practitioner Validation Test Results

Assessment Aspects	Validation Percentage	Category
Content/Material Aspects	0,92 %	Very Worth It
Presentation Aspects	0,91 %	Very Worth It
Language Aspects	0,90 %	Very Worth It
Graphic Aspects	0,92%	Very Worth It
Average	0,91 %	Very Worth It

Content/Material Aspects

The validation test in this aspect has assessment indicators with criteria, namely the suitability of the material to the curriculum, including the suitability of the learning materials with the learning outcomes, getting a score of 0.89 (very decent), the depth of the material getting a score of 1.00 (very decent), the integration of the material getting a score of 1. .00 (very worth it). Criteria for material accuracy with indicators include accuracy of facts and concepts with a score of 0.89 (very decent), accuracy of illustrations and examples with a score of 0.89 (very decent). Criteria for supporting learning materials include the relationship of the material with the characteristics of active thinking, getting a score of 0.89 (very decent), the ability of the material to make it easier for students to write coherently, getting a score of 0.89 (very decent), and the educational content of the material getting a score of 0, 89 (very decent). Based on the results of each assessment criterion in the content/material aspect, the average result of the validation test assessment by the validator was 0.92 in the "very feasible" category.

Presentation Aspects

Validation tests on this aspect of presentation include presentation technique criteria with indicators for delivering learning objectives getting a score of 0.78 (decent), coherent presentation of material based on the expressive writing method getting a score of 0.89 (very decent), coherent sections based on the sequence of learning achievements and continuity of material obtained a score of 0.78 (decent). Systematic consistency gets a score of 1.00 (very decent), balance between chapters/sections gets a score of 1.00 (very decent). Learning criteria include indicators of student-centered presentation getting a score of 1.00 (very decent), paying attention to language aspects getting a score of 0.78 (decent), ease of understanding the presentation of the material getting a score of 1.00 (very decent), presenting the material in accordance with the objectives learning received a score of 1.00 (very decent), the presentation encouraged students to think actively and got a score of 0.89 (very decent), the presentation led students to explore information got a score of 0.89 (very decent), the presentation of examples clarified students' understanding score 0.89 (very decent), presentation of the foreword gets a score of 0.89 (very decent), presentation of the table of contents gets a score of 1.00 (very decent), presentation of the bibliography gets a score of 1.00 (very decent), accuracy of proportions images and text got a score of 0.89 (very decent), and supporting illustrations got a score of 0.78 (decent). Based on the validation test results on the presentation aspect with the criteria and indicators for each, it can be seen in the table which shows that the validation test results on average obtained a score of 0.91 in the "very feasible" category.

Language Aspects

Indicators of language aspects in the module that have been prepared and validated in the validation test, namely straightforwardness with indicators of accuracy of sentence structure getting a score of 0.89 (very decent), effectiveness of sentences getting a score of 0.89 (very decent), standardness of terms getting a score of 0.78 (decent) , communicative gets a score of 1.00 (very decent), dialogical and interactive gets a score of 1.00 (very decent), suitability of discourse to the learning context 1.00 (very decent), and suitability of linguistic and literary structures with the cognitive development of students gets value 0.78 (decent). From the assessment of each indicator in the language feasibility aspect mentioned above, it shows that the results of the validation test by the validator obtained an average score of 0.90 in the "very feasible" category.

Graphic Aspects

The last aspect assessed in this module is the graphic aspect. with indicators including module size in accordance with ISO standards, namely: A4 size (21x29.7cm) gets a score of 0.89 (very decent), suitability between module size and material/content gets a score of 1.00 (very decent), layout appearance on the front and back covers are harmoniously matched and consistently get a score of 0.78 (decent), the size of the letters and the attractiveness of the color, proportionality and readability get a score of 0.89 (very decent), the module does not use too many types of letters obtained a score of 0.78 (decent), the contents of the module can easily provide an overview of the teaching material and can visually provide illustrations related to the teaching material obtained a score of 0.89 (very decent), the print area, margins and spaces between text and illustrations in This section is proportional to get a score of 1.00 (very decent), the chapter title, chapter subtitles, and page numbers, as well as illustrations and image captions are complete and proportional to get a score of 0.89 (very decent), Placement of title, subtitle, illustration pictures, and decorations do not disturb the reader, get a score of 1.00 (very decent), the contents of the book contain simplicity, readability, ease of understanding, get a score of 1.00 (very decent), the illustrations are clear, contain easy to understand and interesting to get a score of 1.00 (very decent). Based on the validation test results on the graphic aspect with their respective criteria and indicators, it can be seen in the table which shows that the validation test results on average obtained a score of 0.92 in the "very feasible" category.

In general, the results of the validator's assessment of the short story writing module based on students' experiences using the expressive writing method in terms of four aspects of feasibility mean that the module is very suitable for use. However, input and suggestions are still needed for better modules. The validator's notes on the validation test sheet contain suggestions from Dr. Mayong, M.Pd. However, you don't have to change the content because what is recommended is already contained in the module. In general, the validation test sheet filled out by each assessor (expert and practitioner) states that this teaching material module is "fit for use without revision". However, it does not rule out the possibility that if there is constructive input, revisions (additions or deletions) will be made to ensure the perfection of this teaching material module.

Practicality Test

It is important to test the practicality of a teaching material so that it can be used according to needs and is easy to use so that one of the important factors in analyzing the needs of users of teaching materials must be practical and easy to use. It is hoped that the use of teaching materials in junior high schools can be a solution to increase attractiveness and creativity and make it easier for students in the learning process of writing short stories. The practicality test was carried out by the Indonesian language teacher, Mrs. Rani, S.Pd. and Surianti, S.Pd., as well as 60 Class VII students of SMPIT Darussalam Makassar. The aspects tested are the appearance aspect, the clarity of the material, the design aspect, the ability to motivate students, and the ability to develop students' knowledge. The following are the results of the practicality test of teaching materials by teachers and students.

Practical Results by Teachers

Table 4. Data on Teacher Practicality Test Results

Assessment Aspects	Practicality Percentage	Category
Display Aspects	87,5 %	Very Practical
Aspects of Material Clarity	87,5 %	Very Practical
Design Aspects	75,0 %	Very Practical

Aspects of the Ability to Motivate Students	83,3 %	Very Practical
Aspects of the ability to develop students' knowledge	87,5 %	Very Practical
Average	84,16 %	Very Practical

Based on the results of practicality questionnaire calculations by two Indonesian language subject teachers at SMPIT Darussalam in Makassar City regarding the student experience-based teaching module for short story writing using the expressive writing method, an overall result of 84.16% was obtained in the very practical category from all aspects of the module.

Practical Results by Students

Table 5. Data on Student Practicality Test Results

Assessment Aspects	Practicality Percentage	Category
Display Aspects	79,6 %	Very Practical
Aspects of Material Clarity	82,9 %	Very Practical
Design Aspects	81,3 %	Very Practical
Aspects of the Ability to Motivate Students	82,4 %	Very Practical
Aspects of the ability to develop students' knowledge	80,1 %	Very Practical
Average	81,00 %	Very Practical

Based on the results of practicality questionnaire calculations by 60 Class VII students of SMPIT Darussalam Makassar regarding teaching materials for writing short stories based on students' experiences using the expressive writing method, an overall result of 81.00% was obtained in the very practical category from all aspects of the module. Thus, the results of the dissemination stage received a fairly good response from the results of the preparation of the teaching materials developed.

Discussion

The results of the module validation test by experts and practitioners obtained results in the very feasible category, this is shown in the average value of each aspect. Aspects in terms of content/material with an average score of 0.92 (very decent), aspects of presentation with an average score of 0.91 (very decent), language suitability 0.90 (very decent), and graphic suitability with a score average 0.92 (very decent). The analysis that has been carried out on each score obtained in each aspect shows that structurally the module can be used to help students write short stories.

The student experience-based short story writing module using the expressive writing method is designed with a combination of colors so that students can easily understand each part. In this module, a different color is created at the beginning of each section as a form of triggering an emotional and mental response because color basically has a very important role and has the power to influence a person's emotions so that in this expressive writing method the use of color has a psychological effect.

The module structure from the content/material aspect is created systematically, containing descriptions of certain subject material, namely Indonesian language subjects with a focus on writing short stories. Starting from the introduction, discussion of short stories, expressive writing methods, reflective writing with different themes as a form of implementation and exercises equipped with quizzes and reflection columns as a benchmark to see students'

understanding and ability in writing. Students are also presented with motivation in each section, as well as profiles of famous writers, so that students can be enthusiastic about writing. The learning steps presented in this module encourage students to express ideas, thoughts, ideas, feelings and information to others. This fulfills the principle of meaningfulness of textbooks.

This student experience-based short story writing module using the expressive writing method has the advantage that students are given the opportunity to determine the title and provide an emotional approach to students before writing. Illustrative images for each section and theme will provide emotional triggers, which are complemented by musical instruments. The teacher's role is to direct students to focus on the titles they have chosen to write and develop. The weakness of the short story writing module based on students' experience of the expressive writing method is that the teacher is limited in seeing students' reactions when they have chosen a title from the theme. Special personal assistance is needed so that students are directed towards deep feelings, towards what they have experienced and then expressed it in written form. However, if the expressive writing method is followed step by step, then assignments that require teacher assistance will direct students' writing to fulfill the elements of a short story.

Writing short stories based on students' experiences using the expressive writing method is different from methods that have been developed by other researchers, such as research developed by Heksari (2015) who developed a writing skills teaching material book based on the 3W2H strategy, the steps are that students are introduced to several types of written work, then create your own questions and answer them. It does not emphasize one writing activity, so students tend not to focus on what they will master. In contrast to the expressive writing method, which focuses on one type of short story writing activity, students carry out specific writing activities to create writing in the form of short stories based on experience.

Similar research was developed by Prasaja (2016), namely developing teaching materials for short story text writing modules based on the storyboard technique. In this development, the researcher focuses on students' drawing skills. In the module, space is given to students to create story lines in the form of pictures and tell the pictures that have been created in the form of short stories. However, students' ability to draw is limited, so some students find it difficult to express writing ideas in the form of pictures. The expressive writing module, an illustration instrument with varied images, becomes the object for generating ideas. Students only choose images that represent experiences and feelings that have been experienced according to the situation and conditions. This method can be used by all students because they only choose illustrative images and every student must have experience.

Masruroh (2015) developed an experience-based learning module for writing short stories (experiential learning) for SMP/MTs students. In the module developed by Masruroh, it begins with reading an example of a short story after which students are given the opportunity to write down their experiences. After reading several examples, the writing is written in the form of illustrations and charts. This module contains many examples of short stories, so these examples will basically limit students from generating ideas because they are influenced by many examples and do not make interesting illustrations. In the expressive writing method, there are not too many examples presented, however, clear steps are provided, interesting illustrations and equipped with a quiz to measure students' level of understanding about short stories.

In general, the most basic thing compared to other developments and research is that the expressive writing method provides students with the opportunity to express emotions and experiences in written form using illustrations, motivation for each page, quizzes, and

instrumental music as well as an introduction in the form of a film. short is something new in this module. Apart from that, after students have studied the module, they will be appreciated in the form of a certificate attached at the end of the module, and it is hoped that every time they finish the short story writing subject, students will be able to produce a short story anthology book as a form of work documentation. The development of teaching materials for this module is more comprehensive and easier to apply.

The practical aspect can be seen from the results of the practicality questionnaire calculations by teachers with an overall result of 84.16% and students with a result of 81% showing that all aspects of appearance, aspects of clarity of material, aspects of design, aspects of the ability to motivate students, aspects of the ability to develop students' knowledge. The following are the results of the practicality test of teaching materials by teachers and students. Teaching materials for writing short stories based on students' experiences using the expressive writing method are stated to be very practical for use in learning to write short stories at junior high school level.

4. Conclusion

Based on the results of research and development of teaching materials for writing short stories based on students' experiences using the expressive writing method, it was concluded that the use of modules is really needed by students and teachers in facilitating learning to write short stories so that the modules developed are based on needs. The structure of teaching materials for writing short stories based on students' experiences using the expressive writing method for class VII students at SMPIT Darussalam Makassar, consists of: Main Part including book cover and introduction, Part I Introduction (Introduction, Learning Objectives, Benefits, Evaluation, Motivation), Part II Getting to Know Short Stories (Introduction, Definition of Short Stories, Types, characteristics, Elements and structure of short stories), Part III Expressive Writing Method (Introduction, Definition, Source of Ideas, Steps, Implementation Techniques, Evaluation), Part IV, V and VI Reflective writing (Introduction and implementation of steps for writing short stories based on students' experiences using the expressive writing method). After validation testing by experts and practitioners, the teaching material modules that had been prepared showed that the resulting teaching material modules were "very feasible" from the content/material aspect, presentation aspect, language aspect and graphic aspect. Based on the expert and practitioner assessments, it can be concluded that the short story writing teaching material module based on student experience using the Expressive Writing Method is suitable for use in supporting the teaching and learning process for Indonesian language learning, especially in short story writing material in SMP/MTs.

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