

# Improving the Ability to Writing Short Stories Through the Development of Teaching Materials for Students of Grade IX of Budhi Mulia Integrated Junior High School

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## ABSTRACT

This study aims to improve the short story writing skills of grade IX students of Budhi Mulia Integrated Junior High School through the development of contextual teaching materials that are in accordance with the characteristics of students. The research method used is Research and Development (R&D) with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The results of the feasibility test of teaching materials indicate that the developed module is feasible to use, based on validation by material experts, media experts, and responses from teachers and students. After implementation, there was a significant increase in short story writing skills, seen from the increase in students' writing scores in the final assessment. This shows that the teaching materials developed are effective in helping students develop ideas, plots, characters, and messages in short stories. This study recommends the development of similar teaching materials with a thematic approach and based on personal experience for literature learning at the junior high school level.

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## 1. INTRODUCTION

This research is motivated by the need for short story writing teaching materials that not only convey theories and examples, but also guide students to develop creativity through systematic writing stages. This study aims to develop short story writing teaching materials that are in accordance with the characteristics of grade IX students, as well as to test the feasibility and effectiveness of their use in learning. By using the Research and Development (R&D) approach through the ADDIE model, it is hoped that the teaching materials produced can contribute to

improving students' short story writing skills and become a reference for teachers in developing innovative and contextual literature learning strategies [1], [2], [3].

Writing skills are one of the important aspects in learning Indonesian, especially at the Junior High School (SMP) level. One form of written work taught in class is short stories, which combine elements of imagination, creativity, and self-expression [4]. The ability to write short stories not only requires mastery of language rules, but also the ability to develop ideas, structure plots, form characters, and convey messages [5].

However, in learning practices in class IX of Budhi Mulia Integrated Junior High School, it was found that many students had difficulty in writing short stories in a complete and interesting way. This shows the need for innovation in providing teaching materials that can facilitate students to write creatively and contextually [6], [7].

The currently implemented Merdeka Curriculum emphasizes the importance of student-centered, adaptive, and real-life experience-based learning [8]. In this context, the development of teaching materials that are relevant to students' lives is a necessity. Unfortunately, the teaching materials available are often generic, uninteresting, and less accommodating to the needs and characteristics of students at the junior high school level [9], [10]. In fact, learning to write short stories has great potential to be developed through a more contextual and personal approach, for example by encouraging students to write based on their personal experiences [5], [11].

## 2. RESEARCH METHODS

This study uses a Research and Development (R&D) approach with the ADDIE development model consisting of five stages, namely: Analysis, Design, Development, Implementation, and Evaluation. The selection of this model is based on its suitability for developing teaching materials systematically and structured according to the needs of students [12].

### 2.1 Research Subject

The subjects of this study were grade IX students of Budhi Mulia Sukabumi Integrated Middle School in the 2024/2025 academic year. In addition, it involved two Indonesian language teachers, one material expert, and one media expert for the validation process of teaching materials.

The population in this study were all 60 students of grade IX of Budhi Mulia Integrated Junior High School. Meanwhile, the research sample consisted of two stages: a limited trial involving 10 students from grade IX-B, and a field trial

involving 30 students from grade IX-A. The sample selection was carried out purposively based on active involvement in learning Indonesian and readiness to participate in the trial of teaching materials.

### 2.2 Development Procedure

The research was conducted through the following five stages:

- 1) Analysis: Identifying the needs of students and teachers through observation, interviews, and analysis of the curriculum and textbooks used.
- 2) Design: Prepare the initial design of teaching materials, including content structure, basic competencies, indicators, materials, exercises, and assessments.
- 3) Development: Developing teaching materials into a complete short story writing module with creative step-by-step guides, short story examples, and assignments based on personal experiences.
- 4) Implementation: Testing teaching materials on small groups and large groups in grade IX to see its effectiveness.
- 5) Evaluation: Conducting validation by material experts, media experts, and analyzing student learning outcomes based on short story writing skills tests before and after using teaching materials.

### 2.3 Data Collection Technique

Data is collected through:

- 1) Observation and interviews to determine user needs.
- 2) Questionnaires and validation sheets to assess the suitability of teaching materials by experts and users.
- 3) Short story writing test to measure the improvement of students' abilities before and after using teaching materials.

## 2.4 Data Analysis Techniques

Quantitative data from the learning outcome test were analyzed using the average test (gain score) to see the improvement of students' abilities [13]. Meanwhile, qualitative data from questionnaires, observations, and interviews were analyzed descriptively to support quantitative findings.

## 3. RESULTS AND DISCUSSION

### 3.1 Results of Teaching Materials Development

The process of developing teaching materials for writing short stories for grade IX students of Budhi Mulia Integrated Middle School was carried out according to the ADDIE model. At the analysis stage, it was found that students needed more contextual and interesting teaching materials to increase their interest and ability to write short stories. The teaching materials developed were in the form of modules with materials that integrated short story writing theory, examples of short stories based on personal experiences, and practice activities that stimulate students' creativity.

Validation of the teaching materials was carried out by two experts, namely material experts and media experts. The validation results showed that this short story writing module obtained an average score of 4.2 on a scale of 5, which indicated that the teaching materials were suitable for use with some minor revisions related to presentation and more communicative language.

### 3.2 Implementation and Trial Results

The trial of teaching materials was conducted in two stages, namely limited trials and field trials. In the limited trial, students showed high enthusiasm for the teaching materials developed, especially in short story writing exercises based on personal experiences. This is in line with the principles of the Independent Curriculum which emphasizes experience-based learning.

In the field trial, the improvement in students' short story writing skills was seen significantly. The data from the short story writing test results before and after the use of teaching materials were analyzed using the gain score method. The average pretest score was 60, while the average posttest score increased to 78, indicating an increase of 18 points.

### 3.3 Discussion

The results of this study indicate an increase in the ability to write short stories of grade IX students of Budhi Mulia Integrated Middle School through the development of contextual teaching materials that are in accordance with the characteristics of students. The development of contextual teaching materials for writing short stories based on personal experiences is effective in improving the abilities of grade IX students of Budhi Mulia Integrated Middle School. The systematically arranged module helps students understand the elements of short stories, starting from the development of ideas, plots, characters, to the delivery of story messages.

The learning approach that integrates personal experiences makes it easier for students to find ideas and be more confident in writing. In addition, communicative materials and diverse exercises can increase students' learning motivation.

This study also supports the constructivist learning theory which states that students learn more effectively when they can relate the material to previous experiences and knowledge. Therefore, teaching materials that accommodate the characteristics and needs of students can improve learning outcomes optimally.

## 4. CONCLUSION

Based on the results of research and development of teaching materials for writing short stories for grade IX students of Budhi Mulia Integrated Middle School, it can be concluded that:

1. The short story writing teaching materials developed using the ADDIE model have met the eligibility criteria in terms of content, language, and presentation based on expert validation.
2. The teaching materials are effective for use in learning to write short stories, as evidenced by the increase in students' writing skills after using the teaching materials, especially in terms of developing ideas, story structure, and delivering messages.
3. The personal experience-based learning approach in teaching materials provides motivation and convenience for students in writing short stories creatively and contextually.

Based on the research findings, the suggestions that can be given are:

1. For Indonesian language teachers, it is recommended to use contextual teaching materials and integrate students' personal experiences so that learning to write short stories is more effective and interesting.
2. For developers of teaching materials, it is recommended to continue developing adaptive and varied modules according to student characteristics and the latest curriculum developments.
3. Further researchers can test this teaching material at different levels or contexts and conduct further research with more in-depth quantitative methods to strengthen the evidence of effectiveness.

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